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ABSTRACT

This annotated bibliography of journal articles, manuscripts, books, and audiovisual materials provides information on resources available for parent training about supported employment and transition for individuals with disabilities. The resources are organized into the following categories: employment (59 resources); transition (93 resources); self advocacy (19 resources); community (15 resources); and housing options (7 resources). Each section begins with a success story of an individual with a disability. Contains lists of 17 resource organizations and 23 journals/newsletters. (CR)

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ED 406 817

Supported Employment and Transition RESOURCES

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Prepared by the Supported Employment, Parents, Transition and Technical Assistance Project

SEPT/TA

PACER Center, 1996

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Supported Employment and Transition

R E S O U R C E S

PREPARED BY THE SUPPORTED EMPLOYMENT, PARENTS, TRANSITION and TECHNICAL ASSISTANCE (SEPT/TA) PROJECT

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PREFACE

The Supported Employment, Parents, Transition and Technical Assistance (SEPT/TA) Project is a national project located at PACER Center and is funded by the U.S. Office of Special Education and Rehabilitation Services (OSERS) through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. SEPT/TA delivers technical assistance to parent training and information centers which are developing and implementing parent training about supported employment and transition. In addition, the SEPT/TA Project facilitates the national exchange of information to promote parent training about supported employment, transition and those areas relating to the independence of youth and young adults with disabilities.

Supported Employment and Transition Resources is an annotated bibliography of journal articles, manuscripts, books and audiovisual materials. This manual is intended to provide you with current information on resources available for parent training about supported employment and transition. The SEPT/TA Project does not endorse the materials listed. Due to frequent changes, specific prices for materials are not listed. Please contact the individual programs for information regarding ordering and costs. We encourage you to examine the items that will be effective for the development of training in your communities.

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Employment

Motivation makes the difference

Moving from sheltered employment to working in a wilderness area doing dangerous tasks seems like an impossibility. But with strong motivation, a supportive job coach, and support from co-workers and the community, even the impossible sometimes does occur.

By Mike Kelly

Jim is 24 years old and worked in sheltered employment for about four years. He was happy working in recycling and thrift store businesses, but eventually wanted other types of work.

Money wasn't the primary motive, and neither was the peer pressure, although both were indeed motivating factors. The primary motivator was Jim's and his parents' desire to find a niche in the forest service industry.

Jim's father had been a logger and his mother a camp cook. Family friends were also in the forest and logging industry. This was Jim's world. He simply wanted to be like the others who were important to him.

A job was developed for Jim with the U.S. Forest Service, one of the largest employers in our rural valley area and one of the most sought-after employers as well.

Jim's new job involved constructing and maintaining trails designed for hikers and packers. Tasks included tree cutting, brush clearing, and bridge building.

To get to work, Jim had to be driven on mountain roads to a ranger station 95 miles from home, hike into the wilderness area 21 miles on foot, and set up camp for 10 days. His initial training was very intensive — including survival lessons as well as on-the-job training.

But the most critical thing for Jim to learn was his relationship with his fellow employees after the work day was finished. You don't live in the forest successfully for 10 days at a time with a group of men and women without knowing your roles and responsibilities.

This became Jim's community. He had to learn what part he played as a member. The employment specialist who coached Jim, and his co-workers, were vital components of this job. The employment specialist stayed with Jim for the first three weeks, day and night.

Eventually these supports were cut back to short one- to two-day visits at the beginning and end of each 10-day shift. Radio contact became the day-to-day method of communicating.

Learning the pulse of the community took much effort. Often camp responsibilities were very subtle; unwritten rules were the norm. Each person was interdependent on the others, and Jim was no exception. If he was to receive supports from his co-workers, then he had to meet some of their needs as well. The job coach became the link in this learning process.

The work season quickly came to an end, and the Forest Service retained Jim as a permanent employee. The Forest Service values Jim for his contribution as a member of its team. One of his co-workers was overheard to say, "Now we are making steps toward truly being a diverse work force."

Jim has become a new man. He is a much more independent, self-directed, and outspoken individual than the one who first entered the forest.

*Reprinted from *Stories Keep the Vision Alive*
SEPT/TA Memo, Winter 1992, Vol. 4, Number 1

Employment Resources

The Americans with Disabilities Act: A Guide for People with Disabilities, Their Families and Advocates (1994)

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TTY) • (612) 827-3065 FAX

This 64-page book aims to help persons with disabilities, their families and advocates understand their rights under the Americans with Disabilities Act (ADA). The books gives examples of when your rights are being violated, and what you can do to be treated fairly.

The Americans with Disabilities Act at Work (1991)

Developed by: Richard Berkobien

Copies from: The Arc National Headquarters
Publication Department
P.O. Box 300649
Arlington, TX 76010
(817) 261-6003 Voice
(817) 277-0553 TTY

This video was designed for supervisors who work with persons with disabilities in competitive employment. The video and handbook provide information on the Americans with Disabilities Act (ADA) and how it impacts employing workers with mental retardation.

The Americans with Disabilities Act: Its Implication for Parent Training and Information Programs (1993)

Contributors: Robert Wardell; Judith Raskin; Sandy Brooks; Diane Covell; Bonnie Dunham

Copies from: Parent Information Center
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-7005 Voice/TTY • (603) 224-6299
(603) 224-4365 FAX

This manual provides the reader with a working knowledge of the Americans with Disabilities Act. The guide examines services that relate specifically to parent training and information centers. These services include (1) material dissemination, (2) meetings and conferences, (3) technical assistance and (4) direct support services. The appendix includes a copy of the Checklist for Existing Facilities. This checklist can be used to assess and achieve removal of architectural and communication barriers.

Association for Persons in Supported Employment Monograph Vol. 1 (1994)

Editors: Wendy M. Wood, J.M. Everson, Ernest Pancsofar, Phil Bourbeau

Copies from: Association for Persons in Supported Employment (APSE)
1627 Monument Avenue
Richmond, VA 23220
(804) 278-9187

The papers included in this collection were written to improve and expand supported employment services for individuals with severe disabilities. Topics include developing individualized support plans for workers in supported employment, implementing best practices in supported employment, a guide for job developers and employment specialists, and developing supports for individuals with blindness.

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October is National Disability Employment Awareness Month. The President's Committee on Employment of People with Disabilities promotes this event. Fact sheets, posters, and ideas are available by contacting PCEPD at (202) 376-6200.

Benefits Management for Working People with Disabilities: An Advocate's Manual. Disability Benefits Manual (1995)

Copies from: Greater Upstate Law Project
80 St. Paul Street
Rochester, NY 14607
(716) 454-6500

This manual written in an outline format is updated annually and contains the latest citations to all relevant social security laws, regulations, policies and case law. Many practical tips are available to assist advocates through the maze of policy and regulations.

Bibliography on Supported Employment (April 1993)

Compiled by: Andrea Cioffi; Danielle Renes

Copies from: The Employment Network
Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-5311

This bibliography covers 52 areas associated with supported employment. Listing includes articles on accreditation, cultural perspective, natural supports, developmental disabilities, and visual and hearing impairments.

Case Studies on Reasonable Accommodations for Workers with Psychiatric Disabilities (June 1993)

Written by: Laura L. Mancuso

Copies from: Reasonable Accommodations Report
California Department of Mental Health
Publications
1600 Ninth St., Room 250
Sacramento, CA 95814
(916) 654-2678

This report serves as a resource guide to those implementing the Americans with Disabilities Act (ADA). The major focus is on ADA implementation for workers with psychiatric disabilities.

Consumer Advocacy and Supported Employment: A Vision for the Future (1992)

Written by: Valerie Brooke, Michael Barcus, Katherine Inge

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This monograph presents supported employment issues and concerns as described by consumer focus groups. Eleven issues are discussed: career advancement, choice, systems barriers, families, consumer and professional partnerships, education qualifications, housing, assistive technology, consumer feedback to professionals, supported employment group options, and referral and resource systems.

Consumer Choice: Empowerment in Supported Employment Services — Issues and Strategies JASH 17, vol. 1, 47-52, (1992)

Authors: Michael D. West and Wendy S. Parent

The article examines consumer empowerment issues in supported employment services and discusses how consumers can be given more control over supported employment services and their work experiences. Case examples are provided to illustrate the effects of choice on individual satisfaction.

Desk Reference on the Americans with Disabilities Act (1993)

Copies from: Association for Persons in Supported Employment
1627 Monument Avenue
Richmond, VA 23220
(804) 278-9187

This desk reference on the Americans with Disabilities Act (ADA) offers the perspectives of disability rights advocates, law firms representing employers, and interpretations by human resource managers. Training resources and information on publications and videos are presented.

Developing Natural Supports in the Workplace: A Practitioner's Guide (1994)

Authors: Stephen Murphy, Patricia Rogan, Marjorie Olney, Michelle Sures, Bryan Dague, Nancy Kalina

Copies from: Training Resource Network, Inc.
P.O. Box 439
St. Augustine, FL 32085-0439
(904) 823-9800

This book presents ideas and practices for using natural supports to help people with disabilities succeed on the job. The book offers real-life examples of putting ideas to work. A summary of conclusions about natural supports, questions and answers about the topic, and the Natural Workplace Supports Quality Checklist are included in the text.

Diversity Management and the American with Disabilities Act (1992)

Authors: David Ruth; Mark Hill

Copies from: Employment Support Institute
Virginia Commonwealth University
1015 Floyd Avenue, Box 4000
Richmond, VA 23284-4000
(804) 367-1992

This collection of 13 papers instructs employers and employment specialists on how to use the ADA (Americans with Disabilities Act) accommodation process as a diversity management tool. It looks at both the technical issues involved in making accommodations for workers with disabilities and the lessons to be learned by viewing disability as a form of diversity.

EmployABILITY: Integrating People with Developmental Disabilities Into the Workplace (1992)

Copies from: Vice President-Public Affairs
Woolworth Corporation
233 Broadway
New York, NY 10279-0003
(212) 553-2000

This 1992 documentary film looks at the experiences of people with developmental disabilities in a variety of workplaces. The video stresses that it makes good sense to integrate persons with disabilities into the workplace.

Expanding Diversity at Valley Bank Corporation (1993)

Copies from: Stacy Graff
2013 E. Mifflin Street
Madison, WI 55704
(608) 241-1030

This five-minute video shows a supported employment program in the banking industry. Benefits of the program — both to supported employees and their co-workers — and plans for expanding the program are discussed by the bank president, department managers, and the human resource director.

The Family Pocket Guide to Supported Employment: How to Help Your Family Member with A Disability Develop A Meaningful Career (1995)

Copies from: Training Resource Network Inc.
PO Box 439
St. Augustine, FL 32085
(904) 823-9800

This resource guide educates families about supported employment. Information covered includes family questions about working in a real job, what to expect from the service system, and a brief glossary of terms used in supported employment.

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Federal laws

Copies of federal laws may be obtained from:

House Document Room
Ford House Office Building
Room B18
Washington DC 20515
(202) 225-3456

Senate Document Bldg
Hart Senate Office Bldg
Room SH B04
Washington DC 20510
(202) 224-7860

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Finding the Common Denominator: A Supported Employment Guide to Long Term Funding Supports and Services for People with Severe Disabilities (1993)

Authors: Gail B. Rheinheimer, Debby Van Covern, Howard Green, Grant Revell, Katherine J. Inge

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This guide looks at the identification and use of alternative long-term strategies to find supported employment. The guide is intended for a wide audience, including funding agencies, service providers, and advocates. The manual presents funding strategies used in various states, and suggests the means to use the resources in other states and communities. The guide also is available in cassette tape format.

Future Frontiers in the Employment of Minority Persons with Disabilities: Proceedings of the National Conference (1991)

Editors: Sylvia Walker, Faye Belgrave, Robert W. Nicholls, Kimberly Turner

Copies from: Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity
2900 Van Ness St. NW
Washington DC 20008
(202) 806-8086 • (202) 806-8091

These proceedings outline the employment needs of minority persons with disabilities. The topics discussed include rehabilitation success, educational opportunities, forming partnerships and linkages and leadership development.

A Guide to Successful Employment for Individuals with Autism

Authors: Marcia D. Smith, Ronald G. Belcher and Patricia D. Juhrs

Copies from: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 10624
1-800-638-3775

This book provides information on those supports, methods, and strategies which have been successful in helping persons with autism get and hold jobs. Specific information includes guidelines on assessment, job development and problem solving.

Get the Marketing Edge: A Job Developer's Tool Kit (1993)

Authors: Dale DiLeo, Dawn Langton

Copies from: Training Resource Network (TRN)
P.O. Box 439
St. Augustine, FL 32085
(904) 823-9800

This book features two sections of interest for those in supported employment. Included are (1) marketing: meeting the needs of employers, an in-depth look at planning, messages and tools; and (2) job development: meeting the needs of people with disabilities to make personal connections with employers leading to the right job match.

IMPACT: Feature Issue on Employment (1993)

Copies from: Publications Department
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This issue of IMPACT looks at trends and current developments in obtaining meaningful employment opportunities for persons with developmental disabilities.

Increasing Employment Opportunities for Individuals with Disabilities Through Economic Development: Creating Business and Corporate Initiatives (1994)

Authors: Dale Verstegen; John Nietupski

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This video provides information to Supported Employment personnel developing initiatives on state, regional and corporate levels. Leaders within consumer organizations, and the public and private sector comprise the target audience. Areas covered include: coalition building, environmental assessment, strategic planning, and program development.

It's Just Good Business (1986)

Produced by: Quaker Oats Company

Copies from: The Arc National Headquarters
Publications Department
P.O. Box 300649
Arlington, TX 76010
(817) 261-6003

This 15-minute videotape tells success stories of employing adults with mental retardation. The video describes a work enclave model of supported employment.

Job Accommodations for Adults with Learning Disabilities: Brilliantly Disguised Opportunities

Written by: A.E. Jacobs and D.J. Hendricks

Copies from: Learning Disability Quarterly (No. 4), Fall 1992
pages 274 - 285

This article looks at practical solutions to common job situations involving adults with learning disabilities. The last section of the article lists various resources available to those looking for solutions to making or creating accommodations.

Job Guide: For Families and Advocates Who Want to Develop Supported Employment Opportunities (1992)

Authors: Roz Slovic and Bill Lynch

Copies from: Specialized Training Program
Center on Human Development
University of Oregon
Eugene, OR 97403
(503) 346-2473

This guide answers key questions families may have when helping their sons and daughters with disabilities consider employment. Resource materials and a brief glossary of terms are available.

The Job's Yours: A Guide for Parents and Advocates of Adults with Disabilities Who Want to Work (1992)

Copies from: Washington Initiative for Supported Employment
83 South King Street, Suite 410
Seattle, WA 98104
(206) 343-0881

This book describes the steps which can help advocates and family members assist a person with a disability establish a picture of a potential career and develop a strategy to land a job.

Journey to Success: Discovering Vocational Opportunities for Idahoans with Developmental Disabilities (1991)

Produced by: Russ Spearman, Idaho Council on Developmental Disabilities

Copies from: Idaho Council on Developmental Disabilities
280 North 8th Street, Suite 208
Boise, ID 83720
(208) 334-2178

Journey to Success was developed to respond to the concerns of parents who wanted to know "Now that my son or daughter has had the benefit of an appropriate education, what can we do to assist his or her transition into adult life?". This reference provides families with practical information on how to transition from school to adult service agencies. Although this handbook is written specifically for families in Idaho, there is general information which can be applied by families in other states.

Meeting the Unique Needs of Minorities with Disabilities: A Report to the President and the Congress (1993)

Authors: T. J. Wright, P. Leung

Copies from: National Council on Disability
1331 F Street NW
Washington, DC 20004
(202) 272-2004
or
800 Independence Ave. SW, Suite 814
Washington, DC 20591
(202) 267-3846

These proceedings are the result of the 1993 National Conference on Minorities with Disabilities. An extensive range of disability issues are examined as they relate to African Americans, Asian Americans and Hispanic Americans. Topics include education, employment, mental health, self determination and empowerment, physical health, and research.

National Forum on Natural Supports (1992)

Copies from: The Employment Network
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-2467

This summary reflects the proceedings of The National Forum on Natural Supports. Topics include: features of natural supports, systemic issues, and the changing roles of staff and agencies.

Natural Supports in School, at Work and in the Community for People with Severe Disabilities (1992)

Editor: Jan Nisbet

Copies from: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

The book contains information on useful strategies and ideas for building community membership for individuals with disabilities. The text examines public policy and the development of natural supports. Networks and resources available to families are listed.

Natural Supports and the Job Coach: An Unnecessary Dichotomy (1994)

Contributors: Wendy Parent, Darlene Unger, Karen Gibson, Carlyle Clements, Kelly Kane, and John Kregel.
Editor: Katherine J. Inge.

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
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This issue of the newsletter addresses how support strategies can be developed that enable people with disabilities to direct their careers and obtain jobs of their choice. The newsletter explores different approaches which incorporate many natural support strategies.

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New Directions in Supported Employment. (Vol. 1, 1994)

Editors: Paul Wehman and John Kregel

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This monograph provides information on policy issues, national implementation trends, models for accessing community and work place supports, employer attitudes, and the effect of supported employment on underserved populations.

Opening Doors For You (1993)

Copies from: Institute for the Study of Exceptional Children and Youth
Department of Special Education
University of Maryland at College Park
College Park, MD 20742-1161
(301) 405-6515

This booklet — written for people with mental retardation, their advocates and or family members — contains stories about workers with mental retardation. The stories explain how reasonable accommodations "make it possible to help find a job and keep the job."

Project WIN: Work Incentives Network Training Manual (Third edition, 1994)

Copies from: Association for Persons in Supported Employment
1627 Monument Avenue
Richmond, VA 23220
(804) 278-9187

This manual has updated information for 1994 and details information on Social Security Work Incentives. The manual contains definitions, examples of work incentives, and worksheets for doing individual calculations.

Providing Employment Support to People With Long Term Mental Illness: Choices, Resources, and Practical Strategies (1995)

Written by: Laune H. Ford

Copies from: Paul H. Brookes
PO Box 10624
Baltimore MD 21285
(800) 638-3775

A comprehensive resource which covers many topics such as natural supports, behavior management, Social Security issues, vocational barriers to productive employment and workers rights under the Americans with Disabilities Act (ADA).

Quality Improvement and Employment Services: The CQI Papers (1992)

Authors: David Ruth; Mark Hill

Copies from: Employment Support Institute
Virginia Commonwealth University School of Business
Box 4000
Richmond, VA 23284-4000
(804) 367-1992 • (804) 367-8884 FAX

A series of six papers which demystifies Continuous Quality Improvement (CQI) and shows its relevance to human service organizations. Agencies providing employment services to individuals with disabilities are used in case study analyses.

Red Book on Work Incentives. A Summary Guide To Social Security and Supplemental Security Income Work Incentives for People with Disabilities

Copies from: Available from local Social Security Offices.

This booklet is a guide to help the reader understand work incentives available through the Social Security Administration. Some of the work incentives described include Impairment Related Work Expenses, Trial Work Period, Continued Payment Under a Vocational Rehabilitation Program, Blind Work Expenses, Plan for Achieving Self Support (PASS), and Section 1619 Work Incentives.

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NARIC (National Rehabilitation Information Center) is a library and information center housing over 40,000 documents on all aspects of disability and rehabilitation. NARIC offers customized database searches of REHABDATA which is the computerized annotated bibliography of NARIC.

NARIC
8455 Colesville Road,
Suite 935
Silver Spring, MD 20910-3319
800 346-2742

Rehabilitation and Diversity: New Challenges — New Goals (1993)

Copies from: Howard University Research Training Center
2900 Van Ness Street NW
Washington, DC 20008
(202) 806-8086 • (202) 806-8091

This video examines important aspects of the rehabilitation process and its impact on persons who are culturally diverse. The video explores barriers and identifies strategies which can be used to overcome these barriers.

Resources for Long Term Support in Supported Employment (July 1994)

Authors: Joyce M. Albin, Roz Slovic

Copies from: The Employment Network
Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-5311

This booklet (103 pages) looks at the results of two forums held to investigate alternative resources for long-term support. The forums were sponsored by the Employment Network at the University of Oregon. The booklet covers visions and challenges, resource strategies for long-term support, and taking charge of long-term support alternatives. Resource strategy "fact sheets" and a materials list are included. Resources are contributed by consumers, families, vocational rehabilitation personnel, service providers, advocacy groups, and staff from Title III (supported employment) state systems change projects.

Road to the Future: Emerging Trends in Job Coaching and Supported Employment (1993)

Copies from: Human Services Research Institute
525 Glen Creek Road NW (230)
Salem, OR 97304-3156
(503) 362-5682

This 24 minute video highlights the proceedings of a symposium on supported employment which examined the changing personnel roles and trends in supported employment. The video gives the ten year history of supported employment and what must be done to overcome the barriers which prevent people with disabilities from working.

Sample PASS Package (1992)

Copies from: Association for Persons in Supported Employment
1627 Monument Avenue
Richmond, VA 23220
(804) 278-9187

This is a sample of a PASS plan where an individual used this Social Security Work Income to pay for an 18- to 36-month segment of supported employment follow-along services.

Social Security Work Incentives (1994)

Produced by: Supported Employment Telecourse NETwork

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This video provides a general overview of the Social Security Benefits Programs. Information is offered on Supplemental Security Income (SSI) and Social Security Disability Income (SSDI). Major emphasis is placed on two work incentives: mainly PASS (Plans for Achieving Self Support) and IRWE (Impairment Related Work Expenses).

Strategies to Secure and Maintain Employment for People with Long-Term Mental Illness: Consensus Statement 1(3) (1993)

Copies from: James E. Doherty
National Institute on Disability and Rehabilitation Research
Department of Education, Room 3423
400 Maryland Avenue S.W.
Washington, DC 20202-2646
(202) 205-9151

In September 1992, The Consensus Validation Conference on "Strategies to Secure and Maintain Employment for People with Long-Term Mental Illness" was convened. Conference participants and panelists were given an opportunity to review, synthesize, and disseminate current information about critical issues in employment for persons with long-term mental illness. Issues reviewed in this study included: barriers to employment, need for long-term support, strategies that support employers, and the positive impact of consumer employment in the vocational rehabilitation area.

Supported Employment: A Step by Step Guide (1992)

Author: Cathleen Urbain

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TTY) • (612) 827-3065 FAX

This guide helps persons with disabilities and their families obtain or improve supported employment services. It explains the adult service system, describes current "best practices" in supported employment and offers tips to make supported employment work for an individual and the community.

Supported Employment: Issues and Resources (1991)

Developed by: Rannveig Transtadottir

Copies from: Center on Human Policy, Syracuse University
805 S. Crouse Ave.
Syracuse, NY 13244-2280
(315) 443-3851 • (315) 443-4338 (Fax)

This informational package includes an overview article on supported employment. A consumer and a parent offer their perspectives. An annotated bibliography is included.

Supported Employment for People with Severe Mental Retardation Rehabilitation Brief, vol. 26, no. 2, (1994)

Copies from: James E. Doherty
National Institute on Disability and Rehabilitation Research
Department of Education, Room 3423
400 Maryland Avenue SW
Washington, DC 20202-2646
(202) 205-9151

This brief presents the findings of the Consensus Validation Conference sponsored by the National Institute on Disability and Rehabilitation Research. This article describes the status of supported employment for people with severe mental retardation and current best practices in the field of supported employment.

Supported Employment: Long Term Funding Supports and Services for People with Severe Disabilities (Vol. 3, 1993)

Authors: RRTC (Rehabilitation Research and Training Center)

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This article looks at the impact of long-term funding supports and their relationship to supported employment services. Resources include information on the use of Medicaid Home and Community-Based Waivers, the Job Training Partnership Act, Plans for Achieving Self-Support (PASS), and Impairment Related Work Expenses.

Supported Employment Services for Individuals with Traumatic Brain Injury (1991)

Written by: Patricia Goodall, Christine Groah, Pamela Sherron, Jeffrey Kreutzer, Paul Wehman.

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This manual looks at the nuts and bolts of supported employment for individuals with traumatic brain injury. Areas covered include intake and assessment, job placement, follow along and long term support.

Supported Employment Technical Assistance Center (June 1992, vol. 2, no. 1)

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

The issue features Carl, an adult whose primary disability is blindness. The article discusses Carl's successes in supported employment. Another article features Mike, whose goal from employment was to get in the field of data entry. The article explores how natural supports were used to support Mike on his job. Other articles focus on self determination and choice, strategies for promoting collaboration between Supported Employment and Independent Living Centers, and strategies for state systems change.

Supporting Workers with Disabilities (1993)

Copies from: Sycamore Services Inc.
2506 Willowbrook Parkway, Suite 215
Indianapolis, IN 46205
(317) 475-3646

This video shows how employers can support their employees with disabilities. Three employers and their employees show the working relationship and the role of the Employment Consultant. A handbook describes what other natural supports there can be in the workplace.

Toward Integrated Employment for All (1993)

Developed by: Pat Rogan

Copies from: Center on Human Policy, Syracuse University
805 S. Crouse Ave.
Syracuse, NY 13244-2280
(315) 443-3851 • (315) 443-4338 (Fax)

This informational package includes a discussion of systems change strategies, practices being used to support people in jobs, and current issues in employment. The author describes the development of employment services at a New Hampshire organization.

The Underachievement of Supported Employment: A Call for Reinvestment
Journal of Disability Policy Studies, 5(2) (1994)

Author: David Mank

Copies from: Specialized Training Program, University of Oregon
135 Education Building
Eugene, OR 97403-1235
(503) 346-2477

A discussion of some of the reasons for the underachievement of supported employment. The author offers suggestions for how to address this underachievement.

Understanding and Using the "PASS" Work Incentive (1993)

Authors: Susan O'Meara, Chris Pellegrino

Copies from: Employment Support Institute of
Virginia Commonwealth University
1015 Floyd Avenue, Box 4000
Richmond, VA 23284-4000
(804) 367-1992

This is a practical guide to using Plans to Achieve Self Support (PASS) work incentive, which can fund services and supports needed for employment. The guide will take you through the process including calculations and sample PASS Plans.

Understanding Social Security Benefits (1993)

Authors: Susan O'Meara, Chris Pellegrino

Copies from: Employment Support Institute
Virginia Commonwealth University
1015 Floyd Avenue, Box 4000
Richmond, VA 23284-4000
(804) 367-1992

The manual is a desktop reference for those learning about Social Security Benefits. It is written for families, consumers of employment services, and employment service professionals, giving a general explanation of the Social Security system from Work Incentives to the appeals process and benefits monitoring.

**The Untapped Resource:
The Employee with Mental Retardation (1993)**

Copies from: Institute for the Study of Exceptional Children and Youth
Department of Special Education
University of Maryland at College Park
College Park, MD 20742-1161
(301) 405-6515

This document explains Title I of the Americans with Disabilities Act (ADA) which deals with employment of persons with disabilities. This guide was written for employers to offer practical examples of "reasonable accommodations."

A Valuable Resource

Copies from: Washington Initiative for Supported Employment
83 South King Street, No. 410
Seattle, WA 98104
(206) 342-0881

This videotape features employers and co-workers expressing the benefits of supported employment within their public and private business sectors. It is a powerful testimony by supportive co-workers and managers for job restructuring, team building, and the value of supported employment in today's workplace. (See FYI)

**Vocational Rehabilitation: A Risky Business When Family Matters.
Journal of Vocational Rehabilitation, 3(2), 11-13. (1993)**

Author: Sharman Davis Jamison

This article focuses on parent roles and responsibilities and discusses some of the ways in which vocational rehabilitation personnel can reduce risk as families create and define their roles within the vocational rehabilitation process.

**Working on the Dream:
A Guide to Career Planning and Job Success (1994)**

Written by: Don Lavin and Andrea Everett.
Edited by Beth DePoint.

Copies from: Book Orders
Rise Inc.
8406 Sunset Road NE
Spring Lake Park, MN 55432
(612)

This hands on manual was written to educate people about serious mental illness and employment professionals who work with them. Areas include practical tips for job seeking and job keeping, contacting employers, job interviewing skills, and taking advantage of the Social Security Administration's Work Incentive Programs.

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A Resource for Progressive Companies

This brochure complements the video "A Valuable Resource." The brochure gives information and materials introducing the values and benefits of Supported Employment to employers.

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Working Relationships (1993)

Authors: Specialized Training Program, University of Oregon; Oregon Vocational Rehabilitation Division

Copies from: The Employment Project
Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-5311

This 12-minute video features interviews with managers, supervisors, and employees who are using their own resources to train and support employees with disabilities. The video can be used to promote the inclusion of people with significant disabilities in the workforce.

Working Together: Workplace Culture, Supported Employment, and Persons with Disabilities (1993)

Author: David Hagner; Dale DiLeo

Copies from: Brookline Books
P.O. Box 1046
Cambridge, MA 02238
(617) 868-0360 • (800) 666-BOOK

Working Together presents a new approach to assisting individuals with significant disabilities achieve meaningful careers. Aimed at employers and program staff in these areas, the book stresses the important elements in building partnerships between businesses and service providers, and using natural support systems to achieve full acceptance of the client as worker. Central to the approach are proven strategies based on the author's experiences with facilitating social inclusion in workplaces and workplace cultures. Stories and suggestions illustrate these strategies.

Transition

Career explorations: Finding enjoyable work

By Marion Thayer

Our daughter, Amy, graduated from high school special education classes in 1988. It was a proud and happy moment for our family and friends as Amy, who has Down syndrome, marched up to receive her diploma. But no one was more proud or happy than the graduate herself.

Amy's career exploration began during her high school years as part of her educational program. This process involved several individuals — educators, potential employers, and our family. Her explorations included folding laundry in a nursing home, dishwashing at a local restaurant, and housekeeping at a hotel.

None of these endeavors proved particularly successful, mostly because Amy did not enjoy the work. In one situation, she became too stressed from imposed time limits.

Through trial and error, she was in time placed at her present job site. She has been a busperson at Fuddruckers, a popular hamburger restaurant, for four years. Overall, this has been a most successful experience for her. She has made friends and has a good relationship with her present manager.

One of the downsides of this job has been the seemingly rapid turnover of managers. Each manager comes with a slightly different perspective and expectations. This means a new adjustment for Amy.

Some managers are better able than others to relate to an individual with a disability. There have been some difficult situations for Amy to deal with, but none of these situations was insurmountable. With the support of the service provider, and her social worker, problems were eventually resolved.

Amy is very happy in her present employment and has gained independence, self-esteem, and the satisfaction of a job well done. There are other rewards as well. Her manager is generous with encouragement and praise. Furthermore, Amy looks forward to receiving a paycheck every two weeks. She keeps her own checkbook with some help from her father or me. She enjoys being able to purchase gifts for family and friends and to buy new clothing and furnishings for her room. Her salary also permits her to enjoy many social and recreational activities.

She is becoming a more responsible adult, and supported employment has helped her achieve this goal.

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"Finding the right job is not easy. What works for one person may be completely wrong for another. Sometimes it takes some trial and error before finding one's niche."

Because of the benefits to everyone involved, I would like to see more employers opening their doors to individuals with developmental disabilities. I feel that opportunities are far too limited.

I strongly believe that more creative and innovative career placements are needed. A broader job market needs to be developed so ALL individuals with a disability will be given the opportunity to realize employment on a community job site side-by-side with typical employees. This is my hope for the future.

*Reprinted from *Stories Keep the Vision Alive*
SEPT/TA Memo, Winter 1992, Vol. 4, Number 1

Transition Resources

After High School? Building on Today for Tomorrow: Designing and Implementing a Community-Based, Family-Centered Transition Planning Project (1995)

Prepared by: Kathryn Moery

Copies from: The BUILDING Project
Family Resource Center on Disabilities
20 East Jackson, Room 900
Chicago, IL 60604
(312) 939-3513 Voice • (312) 939-3519 TTY

This manual examines a model that provides specific information about strategic transition planning services and programs for high school students and their families. The model is based on the understanding that both the student and their family members need to be "actively" involved in every step of the transition planning process. The manual also contains project materials that can be replicated and various transition resources for education, employment, housing and recreation/leisure.

Applying Concepts for Person Centered Planning to Job and Career Development (1994)

Authors: K. Bridgid Flannery, Roz Slovic, Debra McLean

Copies from: Oregon Department of Education
Public Service Building
255 Capital Street NE
Salem, OR 97310-0203
(503) 378-3598

This paper presents strategies on using person centered planning to develop jobs or to explore careers for students with disabilities. A list of strategies and resources developed for one student can be used as a starting point for other students.

Begin the Between: Planning for the Transition from High School to Adult Life (1992)

Authors: Trish Matuszak; Patty Langel;
Marge Goldberg; Paula Goldberg

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TTY) • (612) 827-3065 FAX

This manual reviews basic issues essential to a successful transition from high school to adult and community living for students with disabilities. The format guides a student and their family in developing a transition plan based on their exploration of the student's skills, interests and future goals.

Benefits for Individuals Making Transition from School to Adult Life (Spring 1994)

Produced by: National Transition Network

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This Policy Update provides an overview of Supplemental Security Income (SSI) programs as it applies to youth with disabilities at the time of their transition from high school. Work incentives and SSI eligibility career income determinations are defined in terms of the statute and regulations.

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Four basic transition skills

Ability to Assess Yourself: skills, abilities, needs associated with disability.

Awareness of possible accommodations needed for work or school.

Knowledge of your civil rights relating to your need of accomodations.

Self Advocacy skills necessary to express your needs.

-from NICHCY
Transition Summary,
Vol. 3, No. 1, March, 1993.

Building a Bridge from School to Adult Life for Young Adults with Disabilities in Connecticut

Copies from: Connecticut Parent Advocacy Center, Inc.
5 Church Lane, Suite 4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089

The manual, which has been adapted by parent organizations in Idaho and Wyoming, offers valuable information on actively planning for transition. The manual assists parents and students to develop transition goals and activities for inclusion in the Individualized Education Plan and the Individualized Tranistion Plan.

Building The Transition Planning Process Into the IEP for Middle School Students: A Guide to Use As A Supplement to "Making the Transition Team Work" (1994-1995)

Copies from: Minnesota Education Services
70 County Road B2 West
Little Canada, MN 55117
(612) 483-4442

This guide was developed as a supplement to "Making the Transition Team Work." It provides teachers and families with useful ideas that will assist in the transition planning journey and documenting transition plans on a student's IEP.

Career Development and Employment for College Students and Graduates with Disabilities: An Annotated Bibliography (1993)

Editors: Betty Aune; David Baggett

Contributors: Susan Aase; Donna Johnson; Kevin Nutter

Copies from: Career Connections
Office for Students with Disabilities
University of Minnesota
16 Johnson Hall/101 Pleasant Street SE
Minneapolis, MN 55455
(612) 624-6884

The articles in this bibliography deal with career development and employment of college students or graduates with disabilities. There are articles devoted to the professional preparation of employers and staff who work with people with disabilities. Categories include: career development and preparation, employment and workplace accommodations, follow-up studies, and policy and professional development.

Challenges for a Service System in Transition: Insuring Quality Community Experiences for Persons with Developmental Disabilities (1994)

Written by: Mary F. Hayden, Brian H. Abery.

Copies from: Paul H. Brookes
PO Box 10624
Baltimore, MD 21285
(800) 638-3775

This resource is integral to the understanding and promoting of full inclusion in the community for persons with developmental disabilities. The book examines current research, trends, policies issues and practices.

Designing Community Based Vocational Programs for Students with Severe Disabilities (1993)

Editors: Katherine J. Inge, Paul Wehman

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This text looks at programs which can assist students with severe disabilities work in the community before transitioning from school. The authors discuss the pros and cons of community based programming.

Developing Self-Esteem Issues for Adolescents with Chronic Illnesses and Disabilities (December 1993)

Developing Social Skills: Issues for Adolescents with Chronic Illnesses and Disabilities (September 1993)

Copies from: National Center for Youth with Disabilities
University of Minnesota
Box 721, 420 Delaware St. SE
Minneapolis, MN 55455
(800) 333-6293.

Two annotated bibliographies which list programs, books, articles and other materials that focus on self esteem and social skills.

Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1994: Its Impact on Transition Services

Prepared by: National Transition Network, Fall 1994.

Copies from: National Transition Network
Institute on Community Integration
University of Minnesota
Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-8200

The Developmental Disabilities Assistance Act emphasizes efforts to improve services for persons with developmental disabilities. This Policy Update describes the components of the Act and how systems change projects may further the goal of improving transition services for youth with disabilities.

Disability Support Practices in Community Colleges: Selected Examples (1993)

Prepared by: Lynn Barnett

Copies from: Heath Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284

This manual was compiled to give descriptions and examples of specific disability support practices in community colleges. Programs addressing career preparation, vocational training, technology, and community resources are described. Selected references are included in the publication.

Everything You Always Wanted to Know about Getting into College: A Guide for Students with Learning Disabilities (1992)

Written by: Howard E. Daniel

Copies from: Learning Disabilities Association of Hawaii
200 N. Vineyard Blvd., Room 310
Honolulu, HI 96817
(808) 536-9684

This guide is an easy to use reference on how to get into college and be successful despite learning disabilities. The guide is intended for students with disabilities, their families, teachers, and counselors.

Expanded Opportunities for Youth and Adults with Disabilities: Job Training Reform Amendments of 1992 Policy Update (Spring 1993)

Produced by: National Transition Network

Copies from: National Transition Network
Institute on Community Integration
Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-8200

On Sept. 7, 1992, the Job Training Reform Amendments of 1992 (PL 102-367) were signed into law. This Policy Update was prepared to present and discuss several important aspects of the law and interim final rules that may have implications on transition services.

Facts About Planning for the Transition to Adulthood (1993)

Developed by: Vermont Parent Information Center

Copies from: Parent Information Center
1 Mill Street
Burlington, VT 05401
(802) 658-5315 Voice & TTY

This article describes how parents can be involved in the transition planning for their sons and daughters with disabilities. The article outlines important steps to help a son or daughter make a smooth transition, how you can help young adults achieve greater independence, and how to use a MAPS (McGill Action Planning System) process to help develop an adult life plan.

Family Stress Associated with Transition to Adulthood of Young People with Severe Disabilities JASH vol. 17, No. 1, 31 - 39 (1992)

Written by: Elizabeth J. Thoren, Larry K. Irvin

Copies from: JASH

This study looked at 19 families of young adults with severe developmental disabilities. Areas examined included getting along with others, self-care capabilities, responsible behavior and sexuality, dealing with service providers, family financial problems and disagreements.

Find Your Future and You're In Change (1993)

Copies from: American Association for the Advancement of Sciences
Project on Science Technology and Disability
1333 H St. N.W.
Washington DC 20005
(800) 924-2970

This is a set of booklets which provide advice and strategies for high school and college students with disabilities. Family members, advocates and others may find these booklets helpful as well for their students who want to explore careers in science, engineering, and mathematics.

Getting a Life (1993)

Copies from: Transition Project
Edmund S. Muskie Institute of Public Affairs
University of Southern Maine
145 Newbury Street
Portland, ME 04101
(207) 874-6538

This 26-minute video provides a brief look at the lives of several young people in transition. Youth speak about hopes, fears, dreams, daily concerns and other challenges as they move from school to adult life in the community.

Getting Ready For College: Advising High School Students With Learning Disabilities (Spring 1995)

Authors: Vickie M. Barr, Rhona C. Hartman, & Stephen A. Spillane

Copies from: HEATH
One Dupont Circle, NW, Suite 800
Washington, DC 20036-7193
(202) 939-9320
(800) 544-3284

This article was designed for high school students with Learning Disabilities and is useful for parents, teachers & advisors. The following ideas are examined: developing self knowledge, understanding rights and responsibilities, transition planning for college, and the college application process.

Graduating from Independence (1994)

Copies from: Social Security Administration
Office of Disability
Altmeyer Building, Room 545
6401 Security Blvd.
Baltimore, MD 21235
(410) 965-5419

"Graduating from Independence," developed by the Social Security Administration, contains a video and written information. Parents, educators, professionals and counselors can use the materials to learn and teach about the Social Security Administration system as it affects young adults with disabilities.

A Guide to Developing Parent Transition Networks (1994)

Authors: Ann Mallin

Copies from: A.J. Pappanikou Center
1776 Ellington Road
South Windsor, CT 06074
(203) 648-1205

This publication shares the knowledge and experiences gained and the methods and strategies used to develop and maintain parent networks on transition. An appendix includes information for forming parent groups, a community map of resources, speaker bureau information, and topics for discussion. Although specific to Connecticut, much of the information can be used in other areas.

Guiding the College-Bound Learning Disabled Student: A Directory of Programs and Services at NACAC Member Institutions (1991)

Authors: James Alexander; Judy Rolfe

Copies from: Association of College Admission Counselors
1800 Diagonal Road, Suite 430
Alexandria, VA 22314
(703) 836-2222

This directory lists programs and services available for students with learning disabilities attending colleges and universities. In addition, the publication outlines the process and materials relevant to various planning stages.

HEATH Resource Directory (1993–94)

Copies from: HEATH Resource Center
American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284 • (202) 939-9320

This directory lists resources in major areas such as: advocacy, access, awareness, community integration, funding, legal assistance, and disability specific organizations. Books, directories, magazines, and organizations are provided to assist the reader in locating resources.

IDEA: Its Impact on Transition Regulations (Winter 1993)

Produced by: National Transition Network

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This Policy Update presents regulatory language of IDEA (PL 101-476). It examines four areas of an IEP — notification, participation in meetings, content, and agency responsibility — as they pertain to the transition of students from school to adult life.

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Looking for a college

If you are a student with a disability and exploring different schools you may want to find out if the following are offered: counseling, remediation classes, advisement and tutoring.

Ask about special courses in areas such as word processing, typing, speed writing, memory improvement and note-taking.

You may also want to check on the availability of auxiliary aides and services:
(a) tape recorders
(b) advocacy services, and
(c) alternative examination strategies.

IMPACT: Feature Issue on Health Needs of Transition Aged Youth (1994)

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This issue of the newsletter was written for families. An array of issues are addressed as they relate to planning and meeting the health care needs of transition aged youth, profiling programs across the country.

IMPACT: Feature Issue on Transition (1992)

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This 16-page newsletter addresses many issues that states and local communities must face as they prepare students with disabilities to live in the community. Profiles of students who have transitioned are included.

Independent Living (1994)

Produced by: OSERS
Winter/Spring 1994 (Vol. 6, No. 2)

Copies from: OSERS
Switzer Building, Room 3129
330 C Street SW
Washington, DC 20202-2524

This issue of OSERS focuses on independent living centers. Information includes changes in the Rehabilitation Act of 1973, perspectives on personal assistance services and how parent networking is working in independent living centers, and consumer driven supported employment programs.

Information for Parents of High School Students with Disabilities in Transition to Adult Life (1993)

Compiled by: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice/TTY) • (612) 827-3065

Presented by: Interagency Office on Transition Services
924 Capitol Square Building, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5660

Copies from: Minnesota Educational Services
70 West County Road B-2
Little Canada, MN 55117-1402
1-800-652-9024 Toll Free MN only
(612) 483-4442 • (612) 483-0234 FAX

This text provides information to families about transition. The book looks at the roles and recounts the views of students, parents and professionals during the transition process.

Infusing Transition into the IEP: A Synopsis of the Final Regulations (1992)

Written by: Edward E. O'Leary

Copies from: Iowa Transition Institute, Drake University
Mountain Plains Regional Resource Center
Des Moines, IA 50311
(515) 271-3936

This article acquaints readers with the sections within IDEA that relate directly and indirectly to transition. The author focuses on the final regulations about transition within the IEP.

Integrating Transition Planning Into the IEP Process (1992)

Authors: Lynda L. West; Stephanie Corbey; Arden Boyer-Stephens; Bonnie Jones; Robert J. Miller; Mickey Sarkees-Wircenski

Copies from: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) CEC-READ

This book illustrates how to incorporate planning into the Individual Education Planning (IEP) process. Descriptions are offered for those skills needed for employment, community living, post-secondary education, and leisure recreational activities. Three sample IEPs are provided. This book also describes how students can become better self-advocates.

It's Your Choice: Planning for Life After High School (October 1993)

Authors: Renee Williams-Reeb, Wendall Janke, Barbara Bishop

Copies from: Full Citizenship, Inc.
211 East Eighth, Suite F
Lawrence, KS 66044
(913) 749-0603

This is a 14-minute videotape and workbook package for students with disabilities and their families. Three young adults with disabilities discuss choices they made regarding where to work and live, how to get around, and recreation and learning opportunities. The companion workbook includes choice-making activities to help students practice their decision-making skills.

Legal Issues for Adolescents with Chronic Illnesses and Disabilities and Their Families (1993)

Copies from: National Center for Youth with Disabilities
University of Minnesota, Box 721
420 Delaware St. SE
Minneapolis, MN 55455
800 333-6293

This issues focuses on a variety of legal issues that confront adolescents and young adults with disabilities, their parents, advocates and the professionals who work with them. An overview of some of the key legal issues, ranging from consent and confidentiality to the criminal justice system are presented.

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities (1992)

Author: Paul H. Wehman

Copies from: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

This is a guide to planning, designing and implementing successful transition programs for students with disabilities. It examines critical educational, social and legal issues surrounding transition.

Lifelong Transitions: Proceedings from the Third Annual Parent/Family Conference (1993)

Editors: Sylvia Walker; R.W. Nicholls; K.A. Turner; R.J. Palmer

Copies from: Howard University Research and Training Center
2900 Van Ness Street NW
Holy Cross Hall, Suite 100
Washington, DC 20008
(202) 806-8086 (202) 806-8091

These proceedings give an overview of conference presentations, which included such topics as self determination, housing, and supported employment. The proceedings contain project profiles relating to transition in the early years, self-determination, post-secondary programs, supported employment, and transition services training for related personnel.

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Make the Most of Your Opportunities — A Guide to Post-Secondary Education for Adults with Disabilities

Copies from: HEATH Resource Center
American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284 • (202) 939-9320

This paper explains to students with disabilities what factors to consider in deciding to continue their education after high school. The guide also discusses accommodations, vocational rehabilitation services, support groups, and independent living centers.

Making the Transition Team Work (1994)

Copies from: Minnesota Educational Services
70 West County Road B-2
Little Canada, MN 55117-1402
(612) 483-4442

This book serves as a road map to help students with disabilities and the team plan for the student's transition. The guide clarifies the scope of transition for members of the student's planning team, looks at choosing and refining goals, overviews techniques for assessing students' needs, and includes suggestions for developing plans that include transition goals.

Maximizing Academic Success for Students with Disabilities: The Student Support Services Program at New York Technical City College (1993)

Copies from: Howard University Research and Training Center
2900 Van Ness St. N.W.
Washington, DC 20008
(202) 806-8086 (202) 806-8091

This video discusses the support services provided by New York Technical College to students with physical, sensory, and learning disabilities. Students discuss successful technologies and individual strategies which are helping them reach their educational goals.

Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-based Vocational Education Programs According to the Fair Labor Standards Act (1994)

Prepared by: National Transition Network
Institute on Community Integration
University of Minnesota

Copies from: Fawn Milliken
209 Education Building, Colorado State University
Fort Collins, CO 80523
(970) 491-1843

This handbook provides guidelines to schools operating community-based vocational education programs (CBVE). The CBVE approach delivers services in community work settings rather than the school environment. Service programs are in regular work environments, and schools must comply with the Fair Labor Standards Act (FLSA) administered through the U.S. Department of Labor.

Mental Health Issues: When the Disability Comes From Within
Connections, Vol. 5- No. 2 (Spring 1995)

Author: Peggy Mann Rinehart

Copies From: National Center for Youth with Disabilities
University of Minnesota, Box 721
420 Delaware St. SE
Minneapolis, MN 55455
(612) 626-2825

"Mental health issues affect about 12% of children and youth in this country." This article examines some of the problems associated with the successful transition of youth with emotional disturbances.

Moving On: Transitions for Youth with Behavioral Disorders

Authors: Michael Bullis and Robert Gaylord-Ross

Copies from: CEC Publications
PO Box 79026
Baltimore, MD 21279-0026
(800) CEC-READ (232-7323)

This book presents suggestions and ideas for infusing vocational preparation activities in the curriculum for students with behavioral disorders. The text also covers ideas on how to network with support agencies and provide instructional experiences in competitive work settings for youth with behavioral problems.

National Resources for Adults with Learning Disabilities (1994)

Authors: HEATH Resource Center; American Council on Education; National Adult Literacy and Learning Disabilities Center

Copies from: HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036
(800) 544-3284

This guide is intended to assist the adult with a learning disability get information and to know how to go for help at the local and state levels. The guide provides information on assessing problems and selecting resources.

New Requirements for Transition (Spring 1993)

Produced by: National Transition Network

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This Update looks at the law and change in the 1992 Rehabilitation Act Amendments. Areas discussed include planning and providing transition services, Individualized Written Rehabilitation Program (IWRP), and the state Rehabilitation Advisory Council.

Painting Your Future: Planning for Transition (1993)

Copies from: Minnesota Department of Education
Interagency Office on Transition Services
924 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-5660 Voice • (612) 296-2094 TTY

This video explores transition planning for students with disabilities in Minnesota. Areas covered on the video include post-secondary training, employment and employment training, community participation, and leisure/recreation opportunities.

Parent Briefs (Winter 1993)

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This four-part series of publications covers such topics as: Transition Services: What Does It Mean?; Student Participation at IEP Meetings; Transition Planning: What Are the Ages?; and Students and the Graduation Dilemma.

Parent Connection Guide: A Manual for Starting and Maintaining a Parent Connection Group (1994)

Edited by: Sally Anderl, Anita Gitchuway, Barbara Knowlen, Marcia Pajak, Cheryl Powell

Copies from: MN Education Services
70 County Road B2 West
Little Canada, MN 55117
(612) 483-4442

The purpose of this guide is to help parents form groups with information and resources for conducting meetings related to improving transition services.

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Career Planning Begins at Home

Parents can improve the employment opportunities for their sons or daughters with severe disabilities by teaching them such job-related behaviors as:

- Asking for help when a task is difficult.
- Knowing how to return to a job after a break and finish a job.
- Knowing how to participate in a team effort.
- Accepting directions and corrections when doing a job.

Parents also can improve the employment opportunities of their sons or daughters by:

- Establishing a career planning team that involves the student and the people who know her or him in a range of settings.
- Identifying the student's marketable skills and her or his likes and dislikes.
- Making sure the student has a resume and letters of reference.
- Providing job leads to school personnel and adult service providers.

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Parental Involvement in Vocational Education of Special Needs Youth: An Evaluation and Planning Guide (1991)

Written by: H. L. Garber, M. McInerney

Copies from: American Association on Mental Retardation
Publications Center
P.O. Box 25
Annapolis Junction, MD 20701
(301) 604-1340

This manual describes school-based strategies that involve parents in preparing youth with special needs for jobs following school and independence. This procedural manual helps to address how parents' involvement can be increased in vocational education programs for students with disabilities.

Person Centered Planning: How Do We Know We Are Doing It? (1994)

Authors: K. Brigid Flannery, Roz Slovic, Debra McLean

Copies from: Oregon Transition Systems Change Project
Department of Education, Public Service Building
Salem, OR 97310-0203
(503) 378-3598

This paper discusses the most common features of person centered planning and some individual strategies for implementation. A resource list and a checklist of the features of person centered planning are included.

Peterson's Colleges with Programs for Students with Learning Disabilities. (1994)

Authors: Charles T. Mangrum, Stephen S. Strickhart.

Copies from: Peterson's
202 Carnegie Center
Princeton, NJ 08453
(609) 243-9111

This book offers an array of information and what assistance is available by over 800 institutions of higher learning to students with learning disabilities.

Planning for Quality Life Outcomes: Transition to Adulthood (1994)

Produced by: Supported Employment Telecourse NETwork

Copies from: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This video discusses the aspects of planning with teenagers and their families from moving from school to community and to vocational endeavors. Emphasis is placed on planning and address all facets of a student's life to ensure quality life outcomes.

Promoting Decision-Making Skills by Youth with Disabilities — Health, Educational and Vocational Choices

Copies from: National Center for Youth with Disabilities
University of Minnesota
420 Delaware St. SE, Box 721
Minneapolis, MN 55455
(612) 626-2825

Various resources are available in bibliography format. Topics covered include resources to help youth and the family improve decision-making skills related to education, careers, and health care.

Provisions for Youth with Disabilities in Vocational Education: 1992 Carl Perkins Act Final Regulations (Fall 1993)

Produced by: National Transition Network

Copies from: Publications Office
Institute on Community Integration
University of Minnesota, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

The purpose of this Policy Update is to present regulatory language associated with key provisions in the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (PL 101-392). The areas addressed include definitions, information dissemination, equitable participation in vocational education, full participation in vocational education, and input into state plans.

Reach for the Dream! Developing Individual Service Plans for Persons with Disabilities (1991)

Authors: Dale DiLeo

Copies from: Training Resource Network (TRN)
P.O. Box 439
St. Augustine, FL 32085
(904) 823-9800

A manual on current thinking about developing and integrating individual written plans — including the Individual Education Plan, Individual Service Plan, and the Individual Work Related Plan — into the futures planning process. Included in the manual are: sample objectives, sample profiles and personal futures planning statements.

Recruitment, Admissions, and Transition Students with Disabilities (1994)

Prepared by: Heath Resource Center, American Council on Education, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Copies from: AACRAO Distribution Center
P.O. Box 231
Annapolis Junction, MD 20701
(301) 490-7651

This third edition contains information for admissions professionals, students with disabilities and their families. It covers the language and mandates of the Rehabilitation Act Amendments of 1992 and the Americans with Disabilities Act.

Selected Readings in Transition: Cultural Differences, Chronic Illness and Job Matching, volume 2 (1993)

Prepared by: Teresa Dais, Nancy Meier-Kronick, Pamela Luft, and Frank R. Rusch

For copies: Transition Research Institute
University of Illinois at Urbana-Champaign
113 Children and Research Center, 51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

This monograph examines the area of assessment as it relates to cultural diversity and transition.

Some Benefits Nonhandicapped Adolescents Perceive for Themselves from their Social Relationships with Peers who have Severe Handicaps (1990)

Written by: Charles Peck, J. Donaldson, M. Pezzoli.
JASH 15(4), 241-249,

Copies from: TASH
29 Susquehanna Ave., Suite 210
Baltimore, MD 21204
(410) 828-8274 Voice
(410) 828-6706 FAX
(410) 828-1306 TTY

Twenty-one non-disabled high school students were studied to find out the benefits they experienced as a result of developing relationships with peers who were moderately to severely disabled. Students experienced six types of benefits. Students also discussed difficulties they experienced in their relationships with their peers.

So You Want to Go to College: A Guide for Individuals Diagnosed with Severe Mental Illness Who Are Thinking About College (1993)

Authors: Steven M. Fishbein, Betty Holland

Copies from: State of New Jersey
Office of Human Resource and Rehabilitation Development
CN 727
Trenton, NJ 08625-0727
(609) 777-0651

This guide examines post secondary educational opportunities for individuals diagnosed with mental illness. Topics include: supported education, considerations before applying to college, community college versus four-year colleges, and supports and reasonable accommodations. The appendix contains the names of organizations and published materials on related subjects.

Speak Up for Health: A Handbook for Parents of Teens with Chronic Illness or Disabilities (1992)

Prepared by: Ceci Shapland; Kris Schoeller; Marge Goldberg; Paula Goldberg

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY • (612) 827-3065 FAX

This handbook was written by parents and adults with chronic illness or disabilities and focuses on the importance of preparing for health care independence. Helpful hints are included to guide the parent in preparing their teenager to become as independent as possible in managing her or his health care.

Speak Up for Health (1992)

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY • (612) 827-3065 FAX

A 15-minute video about young people who understand their own health care needs and speak out on their own. Parents also address the need for their teens' own knowledge and independence in health care areas.

Stories of Youth in Transition: Steps Toward Independence (March 1994)

Copies from: Committee on Transition
USM Muskie Institute
145 Newbury Street
Portland, ME 04101
(207) 874-6538

These are the transition stories of five young people in Maine. These stories present a very real and very personal introduction to the successes and challenges of the transition process in one state.

Student Participation in Transition: From Invitation to Involvement (February 1995)

Prepared by: Polly Ebbs. SAARC REPORTS

Copies from: The South Atlantic Regional Resource Center
1236 North University Drive
Plantation, FL 33322
(305) 473-6106

This article acquaints the reader with those sections in the law and the regulations of Individuals with Disabilities Education Act (IDEA) that relate to transition services. This issue looks at how programs across the country are engaging students in the transition process.

Survival Guide for College Students with ADD or LD (1995)

Author: Nadeau, KG

Copies from: Magination Press
19 Union Square West
New York, NY 10003
(800) 825-3089.

This book consists of tips and advice gathered from college students and specialists in the field of learning disabilities and attention deficit disorder about how to survive in college settings. The book is designed to help the reader gain information that is needed to become an effective self advocate.

Taking Charge: Teenagers Talk About Life and Physical Disabilities (1994)

Editors: Kay Harris Kriegsman; Elinor L. Zaslow; Jennifer D'Zmura-Rechsteiner

Copies from: Woodbine House
5616 Fishers Lane
Rockville, MD 20852
(301) 468-8800 • (800) 843-7322 • (301) 468-5784 FAX

This publication presents the voices of 15 young people who portray the dual challenges of their teenage years and physical disabilities. Written for teenagers, it is also useful for families, friends and professionals. It focuses on the individual and their self-esteem, relationships with family, friends and the community, and setting goals and how to achieve them. It also includes appendices on disability laws, technological developments, barrier-free architecture, taking care of one's body, and resources.

Teaching the Possibilities: Community Participation (1994)

Copies from: Minnesota Educational Services
Capitol View Center
70 West County Road B2
Little Canada, MN 55112
(612) 483-4442

This guide provides information and teaching tips for transition planning teams. The emphasis is on addressing the needs of students as they learn to participate in their communities.

Teaching the Possibilities: Home Living Resource Guide for Transition Planning (1990)

Copies from: Minnesota Educational Services
70 W County Road B2
Little Canada, MN 55112-1402
(612) 483-4442

This guide has resources and teaching tips to help students prepare for living in different environments.

Teaching the Possibilities: Identifying Individual Transition Needs (1993)

Copies from: Minnesota Educational Services
70 W County Road B2
Little Canada, MN 55112-1402
(612) 483-4442

This guide serves as a resource for transition planning. It includes descriptions of the transition assessment process, list assessment instruments in the five transition planning areas and several planning surveys to be used with parents and students.

Teaching the Possibilities: Job and Job Training Resource Guide for Transition Planning (1991)

Copies from: Minnesota Educational Services
70 W County Road B2
Little Canada, MN 55112-1402
(612) 483-4442

This guide contains resources and teaching tips to address the needs of students preparing for future employment.

Teaching the Possibilities: Postsecondary Education and Training Resource Guide for Transition Planning (1992)

Copies from: Minnesota Educational Services
70 West County Road B2
Little Canada, MN 55112-1301
(612) 483-4442

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and life-long learning.

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Teaching the Possibilities: Recreation and Leisure Resource Guide for Transition Planning (1994)

Copies from: Minnesota Educational Services
Capitol View Center
70 W. County Road B2
Little Canada, MN 55117
(612) 483-4442

This guide was developed to assist in planning for students as they prepare to exit secondary education. Curriculum and individual planning efforts traditionally were geared toward annual/short term planning; with transition the focus includes the long term post-school goals and outcomes related to a successful adult life. Use of free time and opportunities to develop social skills and preferred interests are some of the reasons for concerted planning and preparation for youth with disabilities.

Tools for Transition: Preparing Students with Learning Disabilities for Post-Secondary Education (1991)

Copies from: American Guidance Service
P.O. Box 99
Circle Pines, MN 55014-1796
(612) 786-4343

The video and two guides examine transition practices and strategies for students with learning disabilities. Areas of information include career exploration, self advocacy, planning, testing accommodations, and modifications.

Transitions (Fall 1993) OSERS News in Print, 6(1)

Copies from: U.S. Department of Education
Washington, DC 20202-2524

This issue of OSERS News in Print is devoted to transition issues and topics. Articles include: Systems Change and Transition Services for Secondary Youth with Disabilities; Putting Youth with Disabilities to Work: A Business Education Partnership; City Lights School: Fostering Transition for Emotionally Disturbed and Delinquent Adolescents; Community Life Options for Persons with Developmental Disabilities; POWER: A Transition Model for Facilitating Student Choices; and Building on Today for Tomorrow: Making a Difference with Transition.

Transition Planning Folder (1993)

Copies from: Minnesota Education Services
70 County Road B2 West
Little Canada, MN 55117
(612) 483-4442

This folder is a way in which students with disabilities can begin keeping track of their transition information. Students can pencil in current information as they prepare for transitioning from school to adult life.

Transition: Preparation for Adult Living — A Guide for Parents (1993)

Authors: Deb Rauscher; Louise Thieme

Copies from: Parent Education Network
333 East 7th Ave.
York, PA 17404
(717) 845-9722

This manual, designed for parents, alerts families to the need for early planning for the role that education and other systems will play as students move through the transition years. Areas covered include the law and transition, developing a specific transition plan, sample goals and objectives for transition planning, community participation, adult services, and post-secondary education and training.

Transition to Adult Life for Individuals with Disabilities: Print and Media Resources (1992)

Copies from: Institute on Community Integration
University of Minnesota
109 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This resource guide provides information to individuals involved in transition from school to adult life. It lists numerous resources on nine content areas including: interagency collaboration and teaming, family and consumer self advocacy, development of secondary educational programs and services, job and job training, community participation, recreation and leisure, post secondary training and learning, and independent living.

Transition Resource Guide (1992)

Edited by: Elizabeth Spiers
Laura Samberg

Copies from: HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284
(202) 939-9320

This guide is designed to inform parents and professionals about educational options after high school. The focus is away from college. People, organizations, publications, and other media are listed. There is a helpful checklist called Taking Action which can be used by the student and his/her family.

Transition Resource Guide (1993)

Copies from: Vermont Parent Information Center
Chace Mill/1 Mill Street
Burlington, VT 05401
(802) 658-5315 (Voice/TTY) • 1-800-639-7170

This guide contains information about community organizations and agencies that students with disabilities and their families can use to prepare for adult life. A variety of topics are covered, including assistive technology, transportation, education, income support, living arrangements, jobs, job training, and guardianship. Some of the information is specific to Vermont.

"Transition Services in the IEP." (1993) Transition Summary, 3(1)

Copies from: National Information Center for
Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
1-800-695-0285
(202) 884-8441 (Fax)

This article looks at transition services in detail and the definitions and mandates of the IDEA (PL 101-476). The article examines how the law can be translated into action.

Transition From School to Adulthood for Young People with Disabilities (Summer 1992)

Authors: Paul Wehman, Ph.D

Copies from: Virginia Commonwealth University
Vocational Options Project and Rehabilitation Research and Training Center on Supported Employment
VCU Box 2011
Richmond, VA 23284-2011
(804) 828-1851

This issue discusses information that The Vocational Options Project found useful in program development. The Project is a community-based vocational training and supported employment project for students with severe disabilities. Areas covered include labor laws and community based instruction, and steps in setting up community-based training sites.

Transition from School to Work for Youths and Adults with Disabilities (1992)

Editors: F. Rusch, L. DeStefano, J. Chadsey-Rusch, L. Phelps, E. Szymanski

Copies from: Transition Research Institute at Illinois
61 Children's Research Center, 51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

This text looks at issues facing youth as they transition from school to working in the community. The text addresses issues such as school reform and its implications on transition, policy planning and development at the state level, cultural and language issues, and transition to college.

Transition from School to Work Journal of Vocational Rehabilitation (Vol. 1, No. 4) (1991)

Editor: Paul Wehman

Copies from: Journal of Vocational Rehabilitation

This October 1991 journal examines many aspects in the transition of young adults with disabilities into the world of work. Issues include a career ladder concept, job development and employment outcomes for students with physical and multiple disabilities, working with young people with deaf-blindness, and the movement from segregated to integrated employment for young people.

Transition Services Beyond Graduation: State Policies and Perspectives (1993)

Compiled by: Jane Storms, Camilla Bayliss, Jeanne Kincaid, Susanne Carter

Copies from: National Clearinghouse of Rehabilitation Training Materials
816 West Sixth Ave., OSU
Stillwater, OK 74078-0435
(405) 624-7650

The intent of this paper is to provide the reader with current information on state practices related to graduation requirements and the continuation of transition services beyond graduation for students with disabilities. In addition, the paper summarizes the legal considerations that states must keep in mind.

Transition Success: Selected Practices and Strategies (1993) Coalition Quarterly, 10(3), 8-10

Author: Sharman Davis Jamison

Copies from: SEPT/TA Project, PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice TTY • (612) 827-3065 FAX

This article discusses three practices families found helpful to overcome barriers to supported employment. The practices families identified include (1) comprehensive transition planning, (2) family involvement, and (3) student choice and self-determination.

Transition for Youth with Learning Disabilities: A Focus on Developing Independence (Fall 1992)

Written by: Henry B. Reiff, Sharon de Fur

Copies from: Learning Disability Quarterly (No. 4), Fall 1992
pages 237 - 249

This article looks at the history of transition policy and legislation and recent post-secondary experiences for students with learning disabilities. The authors then discuss transition planning services that improve outcomes for students with learning disabilities.

Transition Services for Youth with Psychiatric Disorders Community Support Network News, 8(3). (April 1992) Boston, MA: Center for Psychiatric Rehabilitation

Author: Karen V. Unger

Copies from: Center for Psychiatric Rehabilitation, Boston University
Sargent College of Allied Health Professionals
730 Commonwealth Avenue
Boston, MA 02215
(617) 353-3549

This issue examines the educational and mental health needs of youth with serious emotional disabilities as they transition from school to the community. Studies identify some adolescent problems. Resources are listed throughout the article.

Transition Trends in Community Education (1994)

Compiled by: Susan M. Young

Copies from: Minnesota Education Services
70 County Road B2 West
Little Canada, MN 55117
(612) 483-4442

This guide is a compilation of classes and activities to use in developing programs in the areas of home living, jobs and job training, post-secondary education and training, recreation and leisure and community participation. This resource guide is to strengthen the classes and activities offered by community education for individuals with disabilities in the transition from high school to adult life.

Transition: Who Ever Said It Would Be Easy Transition Update (Spring 1994)

Author: Cherron Zullo

Copies from: Iowa Transition Initiative, Drake University
Mountain Plains Regional Resource Center
Des Moines, IA 50311
(515) 271-3936

"Transition: Who Ever Said It Would Be Easy" examines the transition times for children with disabilities. They are early intervention, preschool to kindergarten, elementary school to secondary school, and secondary school to adult living. The author provides helpful hints to parents on what to do at each phase of transition.

Understanding A Need: Alcohol and Other Drug Abuse Prevention for People with Disabilities (1993)

Copies from: Resource Center on Substance Abuse
Prevention and Disability
1331 F Street, NW, Suite 800
Washington, DC 20004
(202) 783-2900

This 15-minute video looks at those factors which place a person with a disability at risk for alcohol and other drug abuse. The commentators dispel myths, discuss the facts, and outline strategies for prevention. Some effective strategies include (1) information giving, (2) skill building techniques - coping skills, decision making skills, and (3) influencing policy. A 29-page presenter's guide accompanies the video and is designed to facilitate discussion and action among participants in the fields of alcohol, drug abuse services, disability and rehabilitation.

Unfinished Business: Providing Vocational Services to Transition Aged Youth with Serious Emotional Disturbances Journal of Vocational Rehabilitation 5 (1995) 159-165

Written by: Karen V. Unger

Copies from: Journal of Vocational Rehabilitation

This article discusses the barrier and problems in developing comprehensive vocational services for youth with serious emotional disturbances. Some effective vocational service programs are discussed and recommendations are made.

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Vocational Options Project: Designing Community-Based Vocational Programs for Students with Severe Disabilities (1993)

Editors: Katherine J. Inge, M.Ed., O.T.R.; Paul Wehman, Ph.D.

Copies from: Vocational Options Project
Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

This text discusses strategies and methods to develop community-based vocational programs for students with severe disabilities. Sections discussed are: how to prepare students with severe disabilities for these programs, a review of the current labor laws and how they can affect the design of programs, how to deal with challenging behaviors in the workplace, supported employment issues and application and other literature on supported employment.

Vocational and Transition Services Needed and Received by Students with Disabilities During Their Last Year of High School (1993)

Written by: M. R. Benz, A. S. Halpern
Career Development for Exceptional Individuals
Vol. 16, No. 2, 1993 (pp. 197-211)

Copies from: Division of Career Development and Transition
1920 Associate Drive
Reston, VA 22091

This article describes vocational programs and transition planning services needed and received by students with disabilities. The study also notes that certain groups of young adults with disabilities, namely females and students with learning disabilities, emotional disabilities and mild mental retardation, may be in a disadvantaged group when it comes to the vocational and transition services they need versus what they receive.

What is Transition from School to Adult Life? A Resource Manual for Transition Services for Youth with Disabilities in New Jersey (1995)

Edited by: Rebecca S. McDonald and Bob Haugh

Copies from: Office of Special Education Programs
New Jersey Department of Education
CN 500
Trenton, NJ 08625
(609) 292-4462

This comprehensive reference manual contains sources for helpful information and serves as an introduction to the world of transition in the state of New Jersey. Information is helpful for examining school to adult life issues for students with disabilities.

Work that Educates: Community Based Work (1993)

Copies from: Minnesota Department of Education
Interagency Office on Transition Services
924 Capitol Square Building, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5660 Voice • (612) 296-2094 TTY

This 5 minute Training Employer Video presents examples of students working in community based work opportunities. The video gives information as to how employers can work in partnership with school districts to create and implement work experiences for students. A guide is available to assist the presenter in preparing and delivering a presentation to prospective community employers.

YES WE CAN: A Guide to Including Persons with Disabilities in Community Education (1994)

Prepared by: Community Education Network on Disabilities
Minnesota Community Education Association

Copies from: Community and Adult Education Section
550 Cedar Street
St. Paul, MN 55101
(612) 296-8311

This guide gives examples of situations and strategies which illustrate ways of thinking how community education can meet the needs and preferences of persons with a disability.

Youth with Disabilities and the School To Work Opportunities Act of 1994 - National Transition Network. (Summer 1994)

Copies from: National Transition Network
Institute on Community Integration
University of Minnesota , Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-8200

The School To Work Opportunities Act is a national initiative for comprehensive education reform. This article is to illustrate the key aspects of the language and describe its potential implications for youth with disabilities.

Self Advocacy

Determined to make one's own decisions

by Donna Stuntebeck
Special Needs Staff
Hibbing Technical College

In June 1991, Mary Paschke graduated from Chisholm High School. In September, she began her second year of training in the Culinary Arts program at the Hibbing Technical College (HTC).

How this came about is the story of one student's determination to train for an occupation, a family's ability to access choices, and an educational system's efforts to provide for the special needs of a student. The story also is a history of transition from secondary school to post-secondary training.

Mary's story began in the 11th grade. Her work experience facilitator, Tom Eidel, had the idea of taking a group of students with disabilities into a work situation at the Hibbing Technical College. He contacted HTC Special Needs Coordinator Donna Stuntebeck, and together they approached Larry Paskvan, the culinary arts program leader who supported the idea.

Together, these three planned a work situation for two groups of students who would work at HTC in warewashing (washing dishes, silverware, etc. using automated equipment and sanitary methods). Mary would be in one of the groups.

Through this work experience , the students with disabilities would have an opportunity to be with students their own age in a compatible, integrated setting. While learning job skills, they would get a taste of the post secondary training environment. School and district administrators approved the idea, and so Mary came to HTC.

Mary spent two hours of each day that first year at HTC, learning warewashing skills (dish and silverware washing), demonstrating that she is a productive and responsible worker, and interacting with HTC students. She commuted by bus from Chisholm each day.

At home, she began to discuss with her parents the possibility of occupational training. Mary's parents, Wes and Bunny Paschke, realized the need for Mary to plan for her future, knowing that the time had come for Mary to begin the process of breaking away and entering adulthood. If she was really interested in the food service occupation, they wanted her to exercise her options to do so.

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"Personal contact was also very important; much more so than with many of the other students. Talking and visiting often became an educational tool."

One choice they considered was Minnesota's Post Secondary Education Option. After investigation, Mary and her parents decided to go this route Mary's senior year in High School. In the spring, the necessary papers were filed and Mary enrolled in the Culinary Arts program at HTC. Under this option, Mary would be a senior at Chisholm High School but would attend classes at HTC.

To make this transition to HTC, careful planning and cooperation were needed among parents, Mary, and personnel at both Chisholm High School and HTC. Staffings were held and expectations of all those concerned were discussed.

An individualized training plan was written to address Mary's needs at both secondary and post-secondary levels. Once training began, periodic staffings were held to evaluate progress and make adjustments. Mary always contributed, along with a parent, special needs and counseling staff from HTC, and one of Mary's high school teachers. Problems were addressed with openness, and solutions attempted, most often with success.

One of the problems addressed was one that most post-secondary students experience — that of being at a new place, trying to make new friends with that wonderful sense of being "on one's own" but at the same time having to abide by a schedule and make decisions. It is usually not an easy task, and it didn't prove to be easy for Mary. Part of her heart was also still at the high school, along with her friends. One solution was to encourage participation in high school activities. Those contacts were still important.

Mary also required extra time and attention at tasks, and it was necessary for her instructors to adjust their teaching methods for Mary's learning style. All needed to cooperate, to keep a sense of humor and to have a supportive attitude. We were all covering new educational ground. If something didn't work, we needed to try again.

That year passed and problems were addressed as they emerged. The assistance of Mary's high school teacher and work experience coordinator was absolutely essential as was the interest and perseverance of her parents.

It was decided that Mary would spend as much time as needed to learn a skill and that she would be evaluated in skill areas, using a checklist of performances. Extra care needed to be taken so that she was not "lost in the crowd" but rather kept focused on the job at hand.

This was not always easy. Mary often felt lost, not needed, and each time this happened, we all had to recoup and try another approach.

We found, for example, that a more structured approach than we had anticipated was needed so that Mary would feel secure in knowing what was expected of her. We had to work harder at communicating our expectations effectively at her level. We needed to make potential choices open to her but also needed to provide extra guidance so Mary could make good choices.

Personal contact was also very important; much more so than with many of the other students. Talking and visiting often became an educational tool.

Toward the end of the year, a final IEP meeting was held and Mary expressed her desire to be a full-time student at HTC. She enrolled for 16 Culinary Arts credits. She will have the added assistance of a tutor, and her instructors will once again work with a list of

performance objectives. She has already had her first staffing and continues to communicate what she wants to do with her life.

One of the benefits of training and independence has been Mary's new found ability to advocate for herself. This needs to be further developed, but for now, she has a plan and knows the steps necessary to accomplish this plan. As the year progresses, she will be one step further toward that final educational transition — looking for and acquiring a job.

Her team of supporters — parents, teachers, special needs and counseling staff — are ready to help her toward her goals. But most of all, Mary is ready to participate in making her own life's choices.

This indeed has been the ultimate goal of the whole experience, assisting and encouraging Mary to exercise that important skill that all adults need — decision-making. It is this skill that will empower Mary to become an independent adult.

Reprinted from **Transition Link**, Vol. 2, No. 3, November, 1991.

Self Advocacy Resources

Become Your Own Expert! Self Advocacy Curriculum for Individuals with Learning Disabilities (1995)

Edited by: Winnelle D. Carpenter.

Copies from: Minnesota Education Services
70 County Road B2 West
Little Canada, MN 55117(612) 483-4442

A curriculum for use in teaching self advocacy skills to secondary students with learning disabilities.

A Curriculum Guide for the Development of Self Determination and Advocacy Skills (1994)

Written by: Debora Ahern-Preslieu, Lisa Glidden

Copies from: A.J. Pappanikou Center
62 Washington Street
Middletown, CT 06457
(203) 344-7500

This curriculum contains 100 activities designed to enhance a student's assertiveness skills, social/communication skills, self-awareness, and goal-setting skills. The curriculum was designed for students with varying types and severity of disabilities.

Choices: A Parent's View
Choices: A Consumer's View (1992)

Authors: Marge Goldberg, LeAnn Dahl

Copies from: PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY • (612) 827-3065 FAX

This article looks at the process of decision making. The authors list some helpful hints for parents, teachers, and peers who want to help young persons with disabilities make choices.

Disability Pride: The Interrelationship of Self Worth, Self Empowerment and Disability Culture (1993)

Written by: June Isaacson Kailes

Copies from: ILRU Program
2323 South Shepherd, Suite 1000
Houston, TX 77019
(715) 520-0232

Disability Pride is a tool to assist independent living centers and others in their efforts to promote self worth and pride in persons with disabilities. The approach is very practical and thorough in assisting people with disabilities to become more effective self advocates.

Four Easy Pieces: A Trainers Guide for Teaching Self-Advocacy

Copies from: Advocating Change Together, Inc.
1821 University Avenue, Suite 363
St. Paul, MN 55104
(612) 641-0297

This trainers guide and video were designed to teach individuals to speak for themselves and serve as a guide for advisors to train other people to become self-advocates. The manual looks at the following topics: assertiveness, decision making, awareness of rights and responsibilities, and participation in the community.

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IMPACT: Feature Issue on Self Advocacy (1994)

Copies from: Publications Office
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Articles are written by self advocates who talk about barriers to self advocacy and ways to support their abilities to advocate for themselves. This article provides an inside look at this grass roots movement.

IMPACT: Feature Issue on Self Determination (1993/94)

Copies from: Publications Office
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This issue of IMPACT was written to increase the reader's awareness about the need for a capacity for self determination by persons with developmental disabilities. Strategies for facilitating self determination are offered.

In Their Own Words (1993)

Produced by: American Council on Education

Copies from: HEATH Resource Center
One Dupont Circle
Washington DC 10036-1193
(800) 544-3284

Five students with learning disabilities who have had successful transitions from high school to postsecondary settings share their experiences. A video and study guide are included. The study guide contains materials, resources, scenarios to discuss and other information which support the transition process and self advocacy.

Living Your Own Life: A Handbook for Teenagers by Young People and Adults with Chronic Illness or Disability (1993)

Prepared by: Nicole Roberts; Kris Schoeller; Ceci Shapland; Marge Goldberg; Paula Goldberg

Copies from PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY
(612) 827-3065 FAX

This book was written to provide useful information as youth move to adulthood. The book offers step-by-step suggestions on how to prepare for independent living. A list of agencies and organizations is included.

Movin' On

Copies From: Riley Child Development Center
708 Barnhill Drive
Indianapolis, IN 46202
(317) 274-8167
(317) 274-9760

Six individuals with disabilities discuss the challenges they overcame to be successful in their careers. The video highlights their educational and professional accomplishments.

No More B.S.! A Realistic Survival Guide for Disability Rights Activists (1992)

Copies from: People First of Washington
P.O. Box 648
Clarkston, WA 99403
(509) 758-1123

Featured are more than 60 stories and photographs from self-advocates across the county. Other topics include: Staking Your Claim for Disability Rights, Talking Proud, Taking Power (Your Way!), Why Organize ?, Disability Rights and the News Media, Fighting Discrimination the ADA Way, Connecting with Your Brothers and Sisters, and Ways to Empower (and Support) Direct Service Providers.

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The Global Teen Club International is an organization of ethnically diverse and socially aware teenagers. The club gives youth, ages 9-21 an opportunity to share their experiences and personal views. Global Teen Club International, 3120 Oak Road, Suite 309, Walnut Creek, CA 94596-2076.

Our Voices Count: Self Advocacy Now (1989)

Copies from: The Self Advocacy Association of New York State, Inc.
75 Morton Street
New York, NY 10014
(212) 627-2104

This 25-minute video highlights the self-advocacy movement for people with developmental disabilities. Stories are told by self advocates, family members, advisers and agency staff.

Roots and Wings: A Manual about Self Advocacy (1986)

Written by: Susan Lehr and Steven J. Taylor

Copies from: TAPP Project
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

This manual is devoted at supporting a parent's efforts to enable their children to act and speak up for themselves. The manual presents the thoughts and stories of some self advocates. There also are sections on how to start a self-advocacy group and what schools can do to promote self advocacy skills for students with disabilities.

Self Advocacy Groups:
1994-95 Directory for North America (1994)

Edited by: Mary F. Hayden and Dick Senese

Copies from: Publications Office
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

This publication lists the addresses and phone numbers of over 700 self advocacy groups and organizations in the U.S., Canada, and Mexico.

Self Determination for Youth with Disabilities:
A Family Education Curriculum (1994)

Edited by: Brian Abery et al

Copies from: Publications Office
Institute on Community Integration
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

A 15 module curriculum teaches families those skills needed for supporting the exercise of self-determination by their transition aged son or daughter with disabilities. Topics to be presented to teachers and community agencies, include futures planning, family meetings, values and goals, choice-making, solving problems, resolving conflicts, connecting with communities and participating in the political systems.

Taking Charge: Teenagers Talk About Life and Physical Disabilities (1992)

Copies from: Woodbine House
5625 Fishers Lane
Rockville, MD 20852
(800) 843-7323

Teens with physical disabilities in grades 7 to 12 talk about what is on their minds. The book is divided into three parts and focuses on self identify, relationships with family, friends and community, and future goals and how to achieve them.

WE CAN DO IT! A Curriculum for Teaching Self Determination (1994)

Produced by: Wilderness Inquiry and the Institute on Community Integration for the Minnesota Department of Education.

Copies from: Minnesota Education Services at Capitol View Center
70 West Co. Rd. B2
Little Canada, MN 55117-1402
(612) 483-4442

This curriculum contains lessons and examples to encourage and give students the chance to practice self determination skills in a safe context. The idea is to get the students to learn how to identify, evaluate and make decisions.

We Can Speak for Ourselves:
Self Advocacy by Mentally Handicapped People (1994)

Authors: Paul Williams and Bonnie Schoultz

Copies from: Brookline Books
P.O. Box 1047
Cambridge, MA 02238
(617) 868-0360

This book offers practical advice and support for persons interested in developing self advocacy for people with developmental disabilities. It details models of existing projects, lists teaching material and presents personal accounts of participants.

Yes I Can Program (1994)

Copies from: Institute on Community Integration
University of Minnesota
Publications Office
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

A 20 lesson curriculum for junior and senior high school students designed to establish peer support for students with developmental disabilities. Students with and without disabilities meet weekly to develop social skills, resources, and the ability to establish and maintain social connections. Instructor and student manuals are sold separately and include masters for overheads and handouts.

Community

Christopher's Journey

By Lucinda Gabri

A Circle of Friends

In the summer of 1993 we began a Circle of Friends for my son Christopher, with people he selected, for the purposes of helping him to realize some of the dreams he shared with us.

He began by telling us that he wants to work with children, and we strategized on how he could have an experience incorporated into his school program to enable that to happen.

The high school where Christopher attends has a day care center. The transition coordinator for the district arranged for Christopher to meet the coordinator of the day care. Within a week, Christopher was working in the day care program one period per week.

He loves the children clamoring for his attention. The day care coordinator also felt Christopher should have the opportunity to participate in the curriculum portion of the program which instructs students on proper care for children. He began taking this class, with modifications around the curriculum.

Recreation is also a vital piece to sound transition planning. At our local YMCA, Christopher is learning about fitness and exercise, making friends, and being supported by the coach, just as any other member who attends.

What we want is for Christopher to be fully prepared for his future through collaboration and support in a variety of different ways. Every member of his circle has made a commitment to Christopher to ensure his successful transition into adult life. Christopher is becoming a self advocate and has taken a leadership role in the planning and coordination of his own activities.

Positive Student Profile

Preparing a Positive Student Profile of your son or daughter is a way of taking an active role in the transition planning process. Parents have valuable information to share about the gifts, talents and strengths of their child, yet others may not be aware of these strengths. The Positive Student Profile is one possible vehicle for the family's input. Transition from school to adult life is the most critical time for individualized planning. Each student has unique hopes and dreams and the supports necessary to realize these dreams are just as unique.

Some of Christopher's transition opportunities include the following:

- Volunteers at the local "Y" day care center
- Participates in the Employment Orientation Class
- Develops photographs
- Enters data into the computer
- Uses computer engraver

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Statewide Parent Advocacy Network (SPAN)
516 North Ave. East, Suite 2
Westfield, NJ 07909-1446
(908) 654-7726
(Voice & TDD)

- Collates materials
- Bikes into the community with his neighbor to learn bike safety & how to access his barber, his favorite video store, yogurt shop and the local pizza parlor
- Works out at the YMCA, with the help of natural supports and calls for a ride home when done
- Has a 'Circle of Friends' to support his current and future wishes and goals.

Some of Christopher's individual school transition opportunities for the 1994-1995 school year will include:

- Christopher will be included at Union Township High School and will attend the resource center for math & reading. He is also looking forward to taking 'shop' classes, a conversational Spanish class and participating in home economic classes.
- Christopher will participate in the classroom curriculum, with modification to enhance his abilities to work with children.
- Christopher will participate in the regular physical education program.
- Christopher will be involved in the Shop Rite Supermarket program.
- Christopher will have as his additional work experience some office duties and he will continue to volunteer in the 'Y' daycare center.

Christopher will have a circle of peer supports built around him to initially guide him through the school building and help him locate his classes. In addition the peer supports will provide a natural support network, helping him develop friendships among other students, providing support in the classroom, helping him to expand and enhance his opportunities for participation in extracurricular activities.

It is our hope that by utilizing aCircle of Friends and the Positive Student Profile, Christopher will be able to realize his dreams. We all wish Christopher a successful journey.

Lucinda Gabri is a parent trainer who works with families in transition planning for their sons and daughters with disabilities. Lucinda works at SPAN, the federally funded Parent Training and Information Center serving the state of New Jersey.

Community Resources

Community Connections: A Resource Guide for all people who support the full inclusion of individuals with disabilities (1993)

Authors: Ernest L. Pancsofar, Ph.D.

Copies from: Communitas, Inc.
P.O. Box 374
Manchester, CT 06045
(203) 645-6976

This guide was developed to assist staff or a support person to effectively connect persons with disabilities with their neighbors and co-workers. The manual suggests various activities that will provide a good foundation for full inclusion.

Community Integration Abstracts

Written by: Julie Searl.

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

This compilation of journal articles is relevant to community integration for people with developmental disabilities. Topics covered include abuse, criminal justice, inclusion in education, employment, family support, and supported living.

Community Living Guide for Families and Advocates Who Want to Develop Community Living Opportunities (1994)

Written by: Roz Slovic
K. Brigid Flannery
Deborah Olson

Copies from: Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-2467

This guide was designed to assist families and others plan and implement community living opportunities. Key questions posed by families are included in the text which may be considered when developing living opportunities.

Community Living Program: Eugene School District 4J (1995)

Written by: Roz Slovic
Cory Stout
K. Brigid Flannery

Copies from: Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-2467

This guide focuses on teaching specific skills. The book describes the first apartment living program for students in Oregon. Information about locating and securing housing and supports is included in the Community Living Guide.

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Creating Individual Supports for People with Developmental Disabilities: A Mandate for Change at Many Levels (1994)

Edited by: Valerie J. Bradley, John W. Ashbaugh, and Bruce C. Blaney

Copies from: Paul H. Brookes Publishing Company
P0 Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

This text explores funding, quality assurance, program design and personal futures planning as they relate to supports for persons with developmental disabilities. This book attempts to look at the major steps that must be taken if the present systems are to change and bring about true inclusion of persons with developmental disabilities in their communities.

Crossing the River: Creating a Conceptual Revolution in Community and Disability (1992)

Written by: David B. Schwartz

Copies from: Brookline Books
P0 Box 1046
Cambridge, MA 02238
(617) 868-0360

This text presents a concept that seeks to engage people with disabilities more with personal relationships so that they are more connected with their communities. The book offers a framework by which persons with disabilities can become more a part of their communities and more in the flow of community life.

Friendships and Community Connections between People with and without Developmental Disabilities (1993)

Written by: Angela Amado

Copies from: Paul H. Brookes
PO Box 10624
Baltimore, MD 21285
(800) 638-3775

This text looks at the benefits of friendships between persons with disabilities and other community members. The book highlights ways to use natural connections for building friendships and relationships.

Independent Living and Community Life: Building Coalitions Among Elders, People with Disabilities, and Our Allies (1992)

Written by: Julie Ann Racino, Judith E. Heumann

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall, Second Floor
Syracuse, NY 13244-2340
(315) 443-3851

This reprint of an article originally published in Generations XVI (I), 43-47, describes common issues faced by people with disabilities and elders. The article stresses those common experiences that can lead to practical strategies, changes and direct those steps needed to maintain the rights for all people to live and participate in community life.

Interdependence: The Route to Community (1991)

Written by: Al Condeluci

Copies from: PMD Publishing Group, Inc.
6959 University Boulevard
P.O. Box 4116
Winter Park, FL 32793

Interdependence looks at the present goals of human services and offers an alternative method or approach to connect people with their communities. The article explains and offers thoughts and approaches to the problems of disenfranchisement and reconnection for persons with disabilities.

Life in the Community: Case Studies of Organizations Supporting People with Disabilities (1991)

Editors: Steven J. Taylor, Robert Bogdan, Julie Ann Racino.

Copies from: Paul H. Brookes Publishing Co., Inc.
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775

This book explores and describes innovative community integration endeavors around the country. Case studies offering practical advice and strategies address the following themes: families and their children, housing, homes, and supports for adults with disabilities and the community's role in integration.

Living in Kansas . . .
Experiences of Kansans with Disabilities (1994)

Edited by: Kathleen M. Olson

Copies from: Kathleen M. Olson
Kansas University Affiliated Program
2601 Gabriel, Box 738
Parsons, KS 67357
(316) 421-6550

Living in Kansas presents the life experiences of persons with mild to severe developmental disabilities. The experiences show that emerging technologies such as computers, communication devices and innovative ways of providing support — such as roommates, neighbors, service dogs — are enabling people with disabilities to meet their needs and wants in their communities. A matrix is included which identifies the strategies, settings, supports and benefits highlighted by each story.

No Pity: People with Disabilities Forging a New Civil Rights Movement (1994)

Authors: Joseph P. Shapiro

Copies from: Random House Order Department
400 Hahn Road
Westminister, MD 21117
(410) 848-1900

This is a story of people working for the last 30 years to dispel the myths and stereotypes about people with disabilities that have made them a hidden, misunderstood minority. Written by Joe Shapiro, a **U.S. News & World Report** editor, this book brings to life the issues, politics and people that have shaped the disability rights movement from its inception at Berkeley in the 1960s through the enactment of the Americans with Disabilities Act to the issues facing people in the future. Shapiro tells many personal stories he uncovered as a reporter, including his own story of helping a friend gain freedom from a Minnesota mental institute.

Powerful Partnerships: Parents and Professionals Building Inclusive Recreation Programs Together (1991)

Written by: Stuart J. Schleien, John E. Rynders, Linda A. Heyne, and Carla E.S. Tabourne.

Copies from: University of Minnesota
Therapeutic Recreation Leadership Training Project
110 Cooke Hall
1900 University Avenue SE
Minneapolis, MN 55455

Powerful Partnerships contains the perspectives of various authors on inclusive recreation. The authors stress various strategies for enhancing family and community development through inclusive recreation, and profiles of programs that use inclusive approaches for children and youth with disabilities.

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Resource Center on Substance Abuse Prevention and Disability

Located at 1019 L St. NW, Suite 300, Washington, DC 20036, (202) 628-8080. The center provides up to date sources of information about programs, resource materials, and research addressing alcohol and substance abuse and disability. The center was created to help raise public awareness about the need for alcohol and other drug abuse services for persons with disabilities.

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Rehabilitation into Independent Living (1989)

Edited by: Gini Laurie, Joan L. Headley, William Michael Mudronic

Copies from: Gazette International Networking Institute
4502 Maryland Avenue
St. Louis, MO 63108

A collection of life experiences, written by persons with disabilities. Their experiences serve as a guideline for professionals and others who wish to learn how rehabilitation evolves into independent living. They talk about support systems, education, employment, transportation, equipment, travel, hobbies, recreation, and their participation in vocational rehabilitation and other agencies.

Supporting People with Severe Reputations in the Community (1992)

Authors: Michael Smull; Susan Burke Harrison

Copies from: The National Association of State Mental Retardation Program Directors, Inc.
113 Oronoco Street
Alexandria, VA 22314
(703) 683-4202 • (703) 684-1395 FAX

This book provides the tools needed to develop community expertise to support people who pose the most serious placement challenges. This is a guidebook that will provide agency/program administrators with practical strategies for dealing with tough-to-serve clients. Areas addressed include how to: collaborate with community services and the individual who needs help, recruit, develop services and supports, and resist the abuse most commonly found in community supports.

Housing Options

Jim Benson's Journey from Family Home to a Home of His Own

By His Father

Our son Jim lived in our St. Paul, Minnesota, home for twenty-five years. As we grew older and Jim became an adult, it became apparent that we should seek a stable residence he could call home and that would remain his home after we are gone. In our first attempt to meet these goals, Jim moved into a small community group home. He lived there for four years. During the fourth year, he experienced severe injuries that forced him to undergo several operations on his hip; subsequently he spent three years in a nursing home. We searched for a new home for Jim during his stay in the nursing home but the search was made difficult because the state of Minnesota had declared a moratorium on building new group homes. Existing group homes had waiting lists that stretched out to years. In reality it was because there were no other options, that we began working closely with advocacy organizations and our local government to find a path enabling Jim to live in a home of his own.

Each step of the process was filled with uncertainties. The process was not only new to us, but, also, to almost everyone else. Funding had to be found for support services, household expenses, and real estate costs. There were complex questions about possible roommates and about their opportunities for control over their home if, in fact, Jim was the landlord. Related issues that were new to us put us on hold until the county reached a decision. Finally, with county approvals, we looked at over fifty properties before finding Jim's new house.

At this point, we naively thought our problems were behind us. Our first disillusionment appeared when it became apparent that the organization that provided staff for the home viewed it as just another group home in which they made the decisions and didn't share information with us as a family - we were an integral part of Jim's life and support team. We felt that they considered their staff's stability more important than Jim's welfare or quality of life. In time, we concluded that the agency or its staff was incompetent and, with the county's approval, severed relations with this agency. Looking back, we see the delicate relationship and demanding expectations one holds for an agency when you expect assistance in making a house a home.

The second organization we selected improved the care and support given and was more open to sharing information with us as a family and members of the team. Things went well for a year. However, as this organization experienced substantial growth, it resulted in layers of supervisory administration. Along with this we felt that the understanding of Jim's needs as well as those of the "home" were so filtered that support, care, and mutual understanding suffered greatly. And so two years after starting with the second provider, we changed to a third, the current provider of staff. This time we chose a much smaller organization. Right from the start, they showed competence and real understanding of the young people residing in the home. More than three years have passed and we are very grateful each day for the association that we've established and fostered with this organization.

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A Guidebook on Consumer Controlled Housing for Minnesotans with Developmental Disabilities, a joint publication of ARC Minnesota and the Research and Training Center on Residential Services and Community Living, ©1995. To obtain copies, contact the Publications Office, Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pilsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512, available in alternative formats upon request.

Jim has learned to relax and enjoy a sense of joy and serenity in his own home. He needs and enjoys his space and has it now. The lawn gives him a view from the living-room window. The roomy backyard offers peace with the beauty of flowers, trees, and bushes. Staff initiative has created activities of interest and "therapy" by building a walking platform, a trampoline routine, arm pulleys, even a floor-crawling exercise. There are close human working relationships among all members of the team, including his doctors, staff at Jim's home, staff at the developmental activity center, the county social worker, and his family. Jim has grown through interactions with peers in the community, working, and going to the circus, musicals, and dances. Above all, he has close ties with his family; he visits at our house every weekend just as we feel welcome to visit him at his house. The care of his neighbors, family, and provider agency with dedicated staff, give us reason to believe that Jim will grow socially and achieve his full potential as a community member in the years to come.

For family members who wish to sustain an active commitment and contribution to the lives of their adult children after they leave home, helping them secure homes of their own not only permits but *demands* it. The energy and dedication this requires shouldn't be underestimated, but neither should the rewards.

Permission was granted to reprint from **A Guidebook on Consumer Controlled Housing for Minnesotans with Developmental Disabilities**, a joint publication of ARC Minnesota and The Research and Training Center on Residential Services and Community Living, *Institute on Community Integration* (UAP).

Housing Resources

Annotated Bibliography on Aging, Disabilities, Advocacy and Environmental Design (1993)

Edited by: Kathleen Bishop

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

The annotated bibliography contains books, articles and publications related to aging and disability. The bibliography has been organized into sections on age-related change, aging and self advocacy, environmental design and aging, and further resources.

Applying Concepts of Person Centered Planning to Locate and Develop Housing Opportunities (1994)

Editors: K. Brigid Flannery, Roz Slovic and Debra McLean

Copies from: Oregon Transition Systems Change Project
Oregon Department of Education
Public Services Building
255 Capitol Street NE
Salem, OR 97310-0203
(508) 378-3598

This article demonstrates the steps used from person-centered planning to assist a person to develop and plan housing options. This article does not take a person through the implementing phase. Suggested forms and questions can be used as guidelines or examples.

Down Stairs That Are Never Your Own: Supporting People with Developmental Disabilities in their Own Homes (1991)

Written by: John O'Brien

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

In this paper, the author discusses the historical and present dimensions of "home" and "house" for people with developmental disabilities.

From a Community Residence to a Home of Their Own (1991)

Written by: Pam Walker

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall
Syracuse, NY 13244
(315) 443-3851

This article discusses the key factors that contributed to the successful process leading to home ownership for two women with disabilities. The emphasis also is on creating those supports that allow the two women to live in their home.

Housing, Support and Community: Choices and Strategies for Adults with Disabilities, 2 (1993)

Edited by: Julie Ann Racino, Pamela Walker, Susan O'Connor, Steven J. Taylor

Copies from: Paul H. Brookes Publishing Company, Inc.
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

This book looks at effective personal assistance and effective housing strategies so that persons with disabilities will have decent supportive housing alternatives. People give their accounts and experiences for developing effective personal assistance.

New Directions in Housing for People with Severe Disabilities: A Collection of Resource Materials (1990)

Written by: Susan O'Connor and Julie Ann Racino

Copies from: Center on Human Policy
Syracuse University
200 Huntington Hall
Syracuse, NY 13244-2340
(315) 443-3851

This informational package examines resources to promote home ownership by people with disabilities and parents. The main area covered is how to make housing more accessible to all people and to increase the development and use of integrated housing options.

Supported Living Guide for Families and Advocates Who Want to Develop Supported Living Opportunities (1993)

Author: Roz Slovic

Copies from: Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
(503) 346-2467

This guide is to be used by families and advocates as they look for housing opportunities in their communities for their sons or daughters. The guide recognizes the uniqueness of each family situation and provides answers to key questions that need to be considered if one wants to be successful in developing housing opportunities.

Organizations

Association on Higher Education and Disability (AHEAD)

Contact: AHEAD
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

AHEAD is committed to promoting full participation of individuals with disabilities in postsecondary education. Resources for AHEAD include an annual national conference, newsletters, a list if curricula, books and training materials, and a quarterly journal.

Beach Center on Families and Disability

Contact: Life Span Institute
3111 Haworth Hall
University of Kansas
Lawrence, KS 66045
(913) 864-7600

Research at the center focuses on families of persons with disabilities. The Center works to guide public policy through research findings and its dissemination.

Benefits Resource Network

Contact: Lisa Maddux
Box Cormier
Kennedy Krieger Institute
2911 Biddle Street
Baltimore, MD 21213
(800) 677-9675 or (410) 550-9700

The Benefits Resource Network is a specialized information, training and technical assistance service which advises people with disabilities and/or their families on Social Security benefits and Social Security Work Incentives.

Equal Employment Opportunity Commission

Contact: Equal Employment Opportunity Commission
1801 L Street, N.W.
Washington, DC 20507
(800) 669-4000 • (202) 663-4900 (Voice)
(800) 800-3302 (TTY)

Public Access Section
Civil Rights Division
U.S. Department of Justice
P.O. Box 66738
Washington, DC 20035-6738
(800) 514-0301 (Voice)
(800) 514-0383 (TTY)

These agencies provide technical assistance related to compliance with ADA Title I employment regulations.

Great Lakes Disability and Business Technical Assistance Center

Contact: Technical Assistance Center
1640 W. Roosevelt Rd.
Chicago, IL 60608
(800) 949-4232

The Great Lakes Disability and Business Technical Assistance Center is authorized to provide information, materials, and technical assistance to individuals and agencies seeking assistance with the Americans with Disabilities Act (ADA).

HEATH Resource Center

Contact: HEATH Resource Center
One Dupont Circle, Suite 800
Washington DC 20036-1193
(800) 544-3284
(202) 939-9320

HEATH serves as the national clearinghouse on postsecondary education for individuals with disabilities. The Center gathers and disseminates information to help people with disabilities develop their fullest potential through postsecondary education and training. Inquiries are welcome from students with disabilities, their families, advisors, advocates, and school professionals.

Job Accommodation Network

Contact: JAN
West Virginia University
P.O. Box 6080
Morgantown, WV 26506-6080
(800) 526-7234 (Voice/TTY) Accommodation information
(800) 232-9675 (Voice/TTY) ADA Information

The Job Accommodation Network provides assistance in developing job accommodations related to employees with specific disabilities.

National Center for Youth with Disability (NCYD)

Contact: National Center for Youth with Disabilities
Box 721-UMHC
420 Delaware Street SE
Minneapolis, MN 55455
(612) 626-2825
(612) 624-3939 (TDD)

The National Center for Youth with Disability is an information and resource center focusing on adolescents with chronic illness or disabilities and the issues that surround their transition to adult life. NCYD's mission is to raise awareness of the needs of youth with disabilities; foster coordination and collaboration among many agencies, professionals, parents, and youth in the planning and provision of services; and promote awareness of and responsiveness to health and social needs of youth with disabilities. This is a collaborative project of the Society of adolescent Medicine and the University of Minnesota's Health Program.

National Transition Network

Contact: National Transition Network
University of Minnesota
Institute on Community Integration
6 Pattee Hall, 150 Pillsbury Drive, SE
Minneapolis, MN 55455
(612) 626-8200

The activities of the National Transition Network (NTN) supports and assists individual states implementing cooperative projects to improve transition services, policies and practices. NTN provides state level technical assistance and consultation, evaluation services, information dissemination and related support activities.

Project ACTION

Contact: Project ACTION
1350 New York Ave. NW, Suite 613
Washington, DC 20005
(202) 347-7385

Project ACTION is a national research and demonstration program to promote access to transportation for persons with disabilities. Project ACTION funds local demonstration projects that facilitate cooperation between disability organizations and transit organizations.

Regional Disability and Business Technical Assistance Centers

Contact: 1-800-949-4232 (Voice/TDD)

Ten regional centers have been funded to provide employers with technical assistance, information, and training regarding the implementation of ADA. Call the 800 number to reach the region in your area.

School to Work Opportunities Information Center

Contact: U.S. Department of Education
330 C Street SW
Washington, DC 20202
(202) 260-7278

The National Organization for School to Work provides information on the School to Work Opportunities Act.

Spinal Cord Injury Video Access

Authors: Spinal Cord Injury Network International

Copies from: Video Access, SCINI
3911 Princeton Drive
Santa Rosa, CA 94505
(800) 548-CORD • (707) 577-8796
(707) 577-0605 FAX

The Spinal Cord Injury Network International (SCINI) has created a program which allows individuals and their families to borrow videos, at no charge, on various aspects of spinal cord injury and disability. Topics include: accessibility, education/training, daily living, employment, equipment, recreation, travel sports and transportation. While the focus of the videos is spinal cord injury, the information is relevant for many individuals with disabilities and their families.

Supported Employment, Parents, Transition and Technical Assistance (SEPT/TA) Project

Contact: SEPT/TA
PACER Center, Inc.
4826 Chicago Ave. S.
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY
(612) 827-3065 FAX

The SEPT/TA Project seeks to support and foster continued successful outcomes for youth with disabilities involved in supported employment and the transition from school to work and life in the community. The project is a national technical assistance program at PACER Center and is funded by the U.S. Department of Education's Office of Special Education and Rehabilitation Services (OSERS) through a subcontract of the Technical Assistance to Parent Programs (TAPP).

Technical Assistance about Training on the Rehabilitation Act (TATRA) Project

Contact: TATRA
PACER Center, Inc.
4826 Chicago Ave. S.
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY
(612) 827-3065 FAX

The TATRA Project was funded by the Rehabilitation Services Administration (RSA) in October of 1994 to provide technical assistance to six Rehabilitation Act Parent Training Projects funded the previous year. These projects are part of an RSA initiative to inform individuals with disabilities and their families about the Rehabilitation Act and vocational rehabilitation and independent living services, enabling them to improve and expand employment goals and outcomes.

Technical Assistance for Special Populations

Contact: TASPP, University of Illinois
Room 345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP is a service program of the National Center for Research in Vocational Education at the University of California, Berkeley. TASPP works to increase vocational program accessibility, quality and availability for youth and adults from special populations. TASPP maintains an extensive database of topics related to vocational special needs education.

Virginia Commonwealth University,
Rehabilitation Research and Training Center

Contact: Rehabilitation Research and Training Center
Virginia Commonwealth University
P.O. Box 842011
Richmond, VA 23284-2011
(804) 828-1851 Voice • (804) 828-2494 TTY
(804) 828-2193 FAX

The mission of the VCU-RRTC is to provide research, training, and leadership related to the supported employment of citizens with developmental and other severe disabilities. Research is focused in the area of supported employment and the training is focused toward professionals implementing supported employment.

Journals / Newsletters

ADAlliances to Educate and Employ People with Disabilities

Copies from: Center on Education and Work
University of Wisconsin
964 Educational Sciences Building
1025 West Johnson St.
Madison, WI 53706-1796

ADAlliances to Educate and Employ People with Disabilities discusses various topics regarding the employment of people with disabilities.

The Advance

Copies from: The Association of Persons in Supported Employment (APSE)
1627 Monument Ave.
Richmond, VA 23220
(804) 278-9187

The Advance provides educational support and information to persons involved in or supportive of integrated paid employment for persons with severe disabilities. A range of areas is covered by the newsletter.

American Rehabilitation

Copies from: RSA
330 C Street SW
Washington, DC 20202
(202) 205-8296

American Rehabilitation is the publication of Rehabilitation Services Administration. The magazine is published quarterly.

Communitas Communicator

Edited by: Catherine D. Ludlum and Ernie Panesofar

Copies from: Communitas Inc.
Box 374
Manchester, CT 06045
(203) 645-6976

The Communitas Communicator is published four times a year. The newsletter supports and facilitates the inclusion of all people into community life.

Connections

Copies from: National Center for Youth with Disabilities
University of Minnesota
420 Delaware Street SE, Box 721
Minneapolis, MN 55455
(800) 333-6293

Connections is published three times a year by the National Center for Youth with Disabilities. The newsletter covers information on the health and social functioning of youth with disabilities.

Counterpoint

Copies from: National Association of State Directors of Special Education
1800 Diagonal Road, Suite 380
Alexandria, VA 22314
(703) 519-3800

LRP Publications
Counterpoint Publications
Dept 430., 747 Dreshot Rd.
Suite 500, PO Box 980
Horshan, PA 19044-0980

This newsletter presents comprehensive news related to the education of students with disabilities.

Disability Benefits in Brief

Copies from: Disability Benefits Association
495 E. Ellefson Street
Iola, WI 54945
(715) 445-4755

A new bi-monthly newsletter presenting easy-to-understand information on Supplemental Security Income (SSI), Social Security Disability Income (SSDI), Plan for Achieving Self-Support (PASS), and other programs of the Social Security Administration.

Disability Resources Monthly

Copies from: Disability Resources Inc.
Four Glatter Lane
Centerreach, NY 11720 - 1032
(516) 585-0290

Disability Resource Monthly, a monthly publication that looks at practical, affordable and reliable resources to help people with disabilities live independently. The publication provides readers with books, videotapes, computer based resources, and organizations that can help people with disabilities.

Employment Express

Copies from: Spyre Publications
P.O. Box 3906
Lawrence, KS 66046-0906
(913) 842-0006

Employment Express is a nationally circulated newsletter about supported employment, and persons with disabilities, as seen through the eyes of the employer. This newsletter addresses a variety of employer and employee concerns as well as current trends in supported employment.

IMPACT

Copies from: Institute on Community Integration
University of Minnesota
109 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

IMPACT is published quarterly. The focus of the newsletter is to demonstrate the quality and community orientation of professional services and social supports available to individuals with disabilities and their families.

Infolines

Copies from: Training Resource Network (TRN)
P.O. Box 439
St. Augustine, FL 32085-0439
(904) 823-9800

A newsletter with hands-on practical information about supported employment. Included are: feature stories, marketing and job development ideas, tips and trends, cutting edge news, forms and fact sheets and research reviews. Clear, concise and easy to read format.

Information from HEATH

Copies from: HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(800) 544-3284 • (202) 939-9320

Information from HEATH is published three times a year. This newsletter provides timely information on new publications, highlights campus programs, legislation and current topics of concern on postsecondary education for persons with disabilities.

BEST COPY AVAILABLE

fyi

Worth reading

Disability Rag
Box 135
Louisville, KY 40201

ADAPT/Incitement
1339 Lamar Square Drive B
Austin, TX 74607

The Brain Has A Mouth
61 Brighton St.
Rochester, NY 14607

Job Training and Placement Report

Copies from: Job Training and Placement Report
P.O. Box 5000
Iola, WI 54945
(715) 445-5000

Job Training and Placement Report is published monthly. This newsletter is for professionals who train and place people with disabilities. A wide range of topics are covered from successful training projects to the latest techniques.

Journal of Special Education Technology

Copies from: Peabody College of Vanderbilt University
(615) 322-8150

This quarterly journal contains information, research, and reports on some innovative practices toward the application of educational technology for the education of children with disabilities.

Journal of Vocational Rehabilitation

Copies from: Butterworth/Heinemann
80 Montvale Ave.
Stoneham, MA 02180-3605
(617) 438-8464

The Journal of Vocational Rehabilitation is published quarterly. The journal gives comprehensive exposure to current concepts, innovations, and research in rehabilitation. Topics include: career development, parent and family involvement, supported employment, and transition from school to work.

NCD Bulletin

Copies from: National Council on Disability
1331 F Street NW - Suite 1050
Washington DC 20004-1107
202 - 272- 2004

The NCD Bulletin is a monthly publication of the National Council on Disability. The newsletter brings the reader the latest issues and news affecting people with disabilities. The bulletin is free of charge.

NARIC Quarterly

Copies from: NARIC Quarterly
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
800 346-2742

NARIC Quarterly is published four times a year by the National Rehabilitation Information Center. The newsletter is devoted to issues in rehabilitation and disability.

The Networker

Copies from: UCPA Program Services Department
1522 K Street NW, Suite 1112
Washington, DC 20005
1-800-USA-5UCPC

The Networker is the quarterly publication of the UCPA Program Service Department. The newsletter is designed to provide information on best practices and program resources for persons with cerebral palsy. In addition, this newsletter focuses on issues which can affect all persons with a disability.

OSERS News in Print

Copies from: Special Education and Rehabilitation Services
U.S. Department of Education
Room #3129
Switzer Building
330 C Street SW
Washington, DC 20202
(202) 205-8241

OSERS provides information, research and resources in the area of special learning needs. OSERS News in Print is published quarterly.

Point of Departure

Copies from: TATRA Project
c/o PACER Center
4826 Chicago Ave. S.
Minneapolis, MN 55417
(612) 827-2966 Voice/TTY
(612) 827-3065 FAX

Point of Departure is published twice annually by the Technical Assistance About Training on the Rehabilitation Act (TATRA) Project, a national technical assistance project located at PACER Center.

Tech Prep Advocate

Copies from: Center on Education and Work
School of Education
University of Wisconsin
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, WI 53706-1796

Tech Prep Advocate is published 4 times per year. This newsletter offers information on how to prepare students with disabilities for the workplace. Emphasis is place on the various tech prep programs offered across the country.

Work & Diversity Newsletter

Author: Roth, David

Copies from: The Employment Support Institute of Virginia
Commonwealth University
School of Business
1015 Floyd Avenue, Box 4000
Richmond, VA 23284-4000
(804) 367-8884 FAX

This newsletter focuses on employment supports for a diverse workforce. It discusses resources, technologies, and management methods that help employers and employees work together to increase both productivity and quality of worklife. Six issues per year.

Worklife

Copies from: President's Committee on Employment of People with Disabilities
1331 F Street NW
Washington, DC 20004
(202) 376-6200

Worklife is published quarterly and provides information to people with disabilities seeking work and to employers. Stories feature employees that have been successful on the job. The magazine also addresses trends and current issues in the employment of persons with disabilities.